

Ves Thomas/Carl Braun

UNIVERSITY OF ALBERTA LIBRARY



0 0000 9153 792

Canadian Spelling Program

CURRICULUM

PE
1145.2
T46
1979
gr.2
tch.ed.
C. 2

CURR

TEACHER'S EDITION

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



The Ves Thomas
Carl Braun
**Canadian
Spelling
Program**
2 Teacher's
Edition



CONTENTS

Introduction

Program Features	3
Basic Assumptions	4
Purpose — Goals — Objectives	6
Research Basis	7
Organization of Word Lists ...	8
Program Structure: Units	10
Unit Structure: Sequence	11
Sequence Structure	
Pretest	13
Study Helps	16
Using Your Spelling Skills ..	22
Unit Test	28
Looking Back	29
Scope and Sequence Chart ...	30
The Teacher's Edition	32

Units

Unit 1 /a/ a	34
Unit 2 /i/ i	38
Unit 3 /e/ e	42
Unit 4 /o/ o	46
Unit 5 /o/ /i/	50
Unit 6 Looking Back	54
Special Unit <i>Hallowe'en</i>	58
Unit 7 /u/ u ; /är/ ar	60
Unit 8 /u/ u	64
Unit 9 /ō/ o ; /ē/ e	68
Unit 10 /ā/ a—e	72
Unit 11 /ē/ ee	76

Unit 12 Looking Back	80
Special Unit <i>Christmas</i>	84
Unit 13 /ī/ i—e	86
Unit 14 /ü/ oo	90
Unit 15 "More than one" ...	94
Unit 16 /ā/ ay	98
Unit 17 Two-part words	102
Unit 18 Looking Back	106
Special Unit <i>Valentine's Day</i> .	110
Unit 19 /ƳH/ th	112
Unit 20 Compound words ...	116
Unit 21 Base words	120
Unit 22 -ing endings	124
Unit 23 Contractions	128
Unit 24 Looking Back	132
Special Unit <i>Easter</i>	136
Unit 25 wh; -ed endings	138
Unit 26 More -ed endings ...	142
Unit 27 /ou/ ow	146
Unit 28 /s/ ce	150
Unit 29 Syllables	154
Unit 30 Looking Back	158
Unit 31 /ī/ igh	162
Unit 32 /ō/ ow ; /ē/ y	166
Unit 33 /ē/ ey	170
Unit 34 /ou/ ou	174
Unit 35 "More than one" ...	178
Unit 36 Looking Back	182
Basic Word List	186

Copyright © 1979, GAGE PUBLISHING LIMITED.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

ISBN 0-7715-1611-8

3 4 5 6 7 8 9 10 JD 86 85 84 83 82
Written, printed, and bound in Canada

LIBRARY
UNIVERSITY OF ALBERTA

PROGRAM FEATURES

- complete, fully-sequenced Canadian spelling program for Grades 2-8
- based on nationwide research study of words used by Canadian children and adults
- word lists determined by computer analysis of words most frequently used in writing
- systematic reintroduction of most commonly misspelled words
- selection of list words for each grade based on actual usage at that age
- eclectic approach combining general linguistic principles with individual word study in direct and incidental learning
- sequenced unit organization to allow individualized learning within structured system of instruction
- instructional techniques in accord with research findings on how children learn to spell
- use of pretest as diagnostic tool
- strategies to develop skills in self-diagnosis and self-correction of errors
- proofreading practice to help pupils recognize and correct misspellings
- application of spelling skills in a variety of written contexts
- transfer of spelling skills to writing in other subject areas
- study helps and techniques built right into program
- review units for reassessment and for reinforcement of spelling generalizations
- special units centred on specific themes — in Grade 2, holiday festivals; in Grade 3, the seasons
- appealing illustrations to create interest and to provide exercise variety
- type and page layout designed for easy reading and completion of exercises

BASIC ASSUMPTIONS

1. Spelling is an essential aspect of writing, which continues to be an important means of communication in our society and in the instructional programs of our schools.
2. Learning to spell the English language is a challenging task requiring time and effort. Instructional techniques that apply the results of linguistic research in spelling to the way children learn will make the task easier for both teacher and pupil.
3. A research-based core of high-utility words that accounts for over 95 per cent of the words used in children's and adults' writing is a practical and logical basis for a spelling program. From this basis the program can be individualized by supplementary words specific to a child's needs and interests.
4. Presentation of words in list form focuses attention on the spelling of specified words.
5. Continual and systematic reintroduction of problem words as part of regular word lists yields better spelling results than singling out such words for special attention.
6. Learning list words is not in itself a sufficient test of spelling ability. The real measure is the correct spelling of words in an individual's written work. Instructional strategies must include the transfer of basic spelling skills to writing in context.
7. Knowledge of sound-symbol relationships is essential. However, overemphasis on the learning of "rules" is of limited value in improving spelling ability, since there are few rules that can be applied with adequate consistency. Whatever rules are of practical value should be learned inductively.

8. Spelling instruction should provide opportunities to focus on particular oral and visual aspects of words. The degree of oral-visual intensification in instruction will vary with the type of word and the learner.
9. The pretest-study-test sequence is the most effective approach to organizing spelling instruction toward individualized goals.
10. The self-corrected test, under the direction and supervision of the teacher, increases the possibility of successful study of spelling words. Analysis of spelling errors provides both the teacher and the pupil with valuable diagnostic information. Analysis of errors must be followed with a variety of study helps to accommodate a variety of learning styles.
11. A system of individual record-keeping provides necessary feedback to the learner and the teacher. This serves as a constant reinforcer for directing attention to the pupil's individual needs and leads to self-responsibility for spelling growth.
12. Proofreading to recognize and correct spelling errors is an essential writing skill. Planned proofreading practice in the instructional setting will help pupils to recognize misspellings.
13. The ultimate goal is self-diagnosis and self-correction of spelling errors. The development of a spelling consciousness and a positive attitude toward spelling will help the learner achieve this goal.

PURPOSE

This totally new series is designed to provide a complete, fully-sequenced Canadian spelling program for Grades 2-8. The content, approach, and methodology are based on the results of accumulated research.

- The content of the program is based on the results of an extensive study of the words most frequently used in written work by Canadian children and adults.
- The eclectic approach combines individual word study and systematic instruction based on linguistic research.
- The methodology comprises a variety of effective instructional techniques developed in accord with the results of research into how children learn to spell.

GOALS

1. Children will learn to spell the words they are most likely to use in their day-to-day activities as well as the words they are most likely to write as adults.
2. Children will develop strategies for learning and retaining the spelling of words.
3. Children will apply spelling skills in a variety of writing contexts and transfer these skills to writing needs in other subject areas.
4. Children will learn self-analysis and self-correction skills through the development of a spelling consciousness.
5. Children will develop a positive attitude toward spelling and a sense of achievement in their own spelling ability.

OBJECTIVES

Objectives for each unit are outlined in the *Teacher's Edition* for each grade. See also the "Scope and Sequence Chart" on pages 30-31.

RESEARCH BASIS FOR *THE CANADIAN SPELLING PROGRAM*

1. Pilot study by Thomas, 1972
 - sample — children’s compositions
 - test area — Province of Alberta
 - reported in *Teaching Spelling*, 1974, by Ves Thomas (Gage)
2. Research study by Thomas and Braun, 1976
 - sample — compositions written by children and adults
 - test area — nationwide — ten provinces of Canada
 - total sample — over 52 000 compositions
 - scope of research — random sample of approximately 8000 compositions selected from total sample
 - method of research — compositions in random sample analysed for frequency of word usage in writing and frequency of error in spelling
 - method of tabulation — results of computer analysis of children’s compositions, on a grade-by-grade and province-by-province basis, combined with results from adult writing sample to determine overlaps
 - results of research — core list of 3000 most frequently used words, of which 360 identified as most frequently misspelled
3. Analysis of Word Usage in 1976 Research Study
 - total word count — 623 573 words
 - number of individual words — 17 237 different words
 - frequency of usage of individual words:

<i>Numbers of Individual Words</i>	<i>Percentage of Total Word Count</i>
50	49%
100	59%
200	69%
500	80%
1000	87%
1500	90%
2000	92%
2500	94%
3000	95%

- percentages for word groupings are consistent with previous research findings, but actual words within each grouping show significant change

4. Conclusions of 1976 Research Study

- A spelling program based on the 3000 words most frequently used in writing by Canadian children and adults will provide pupils with 95 per cent of the words they will need for their immediate and adult written work.
- A systematic reintroduction of the 360 most commonly misspelled high-utility words will reduce the frequency of spelling errors.

ORGANIZATION OF WORD LISTS

Word Lists for Grades 2-6

The grade sequencing of the 3000 core words is based totally on an analysis of actual word usage. The principle underlying the sequencing is: *usage of incidentally acquired words is an indication of spelling readiness*. Thus, words used spontaneously in written work in a preceding grade are placed for systematic spelling instruction in the following grade.

- The list words in the spelling program for Grade 2 are based on the words children use most frequently in their writing at the end of Grade 1.
- The list words for Grade 3 are based on words written most frequently at the end of Grade 2.
- The list words for Grades 4, 5, and 6 are based on frequency of written usage at the end of Grades 3, 4, and 5.

Word Lists for Grades 7-8

The word lists in Grades 7-8 are predominantly based on those words most frequently used by adults in their own written work.

Word Selection for Units

The allocation of specific words to particular units was based on several criteria:

- A certain number of words in each unit was selected to provide a specific focus — a sound-symbol relationship, a word-structure pattern, a spelling generalization, or a theme — and to enable pupils to make adequate associations between spelling patterns and example words.
- Some unit words were selected to illustrate exceptions to a spelling generalization.
- Some unit words were selected to review and reinforce a spelling pattern introduced in a previous unit.
- Unit lists were organized in a progression of increasing difficulty — from regular phoneme-grapheme relationships to less regular patterns.
- Words with irregular spelling patterns were distributed throughout the units, to avoid overburdening the later units with word difficulties.

Word Repetition in Unit Lists

In addition to sequencing and allocating the 3000 core words to specific grades and units, the organization of the word lists included the repetition of the 360 most frequently misspelled high-utility words. These were distributed throughout the program by grade sequence and unit allocation.

Numbers of List Words by Grade

Grade	Units	Words per Unit	New Words	Repeated Words	Total Words
2	30	10	300	Nil	300
3	30	12	300	60	360
4	30	14	360	60	420
5	30	16	420	60	480
6	30	18	480	60	540
7	30	20	540	60	600
8	30	22	600	60	660
			3000	360	

PROGRAM STRUCTURE: UNITS

The thirty-six units in each grade of the spelling program are organized into unit sets. Each unit set consists of five regular units followed by a review unit. Grades 2 and 3 of the program each contain four supplementary special units.

Regular Units

- New words are presented in unit lists.
- Grades 3-8, two repeat words from the previous grade are included in each unit list.
- Repeat words are those most-commonly misspelled, which are reintroduced for additional attention.
- This systematic reintroduction of problem words as part of regular unit lists is more effective in reducing frequency of misspelling than presenting these words in special lists.

Review Units

- These units serve a double function: reassessment of spelling achievement and extra study of words in preceding five units that may not have been fully learned.
- Exercises in review units are designed to reinforce the spelling generalizations of the preceding five units.
- The focus of attention is on words that contain phonological or visual difficulties.

Special Units

- These supplementary units provide variety and develop an interest in words.
- The focus in these units is on special words associated with specific themes.
- In Grade 2, the focus is on festival words for Hallowe'en, Christmas, Valentine's Day, and Easter.
- In Grade 3, the focus is on words for the four seasons.

UNIT STRUCTURE: SEQUENCES

The units are structured in a sequence that allows the maximum possibility of individualized instruction.

1. Pretest

- The purpose of the pretest is *diagnostic* — to identify those words a pupil already knows how to spell. This allows each individual pupil to focus on particular problem words.
- By examining their own spelling, pupils develop a spelling consciousness.
- By identifying the reasons for misspellings, pupils develop skills in self-analysis of errors.
- By correcting their own errors, pupils can see the correct form beside their personal misspelling and focus attention on the correct form. This kind of discrimination learning intensifies correct spelling.

2. Study Helps

- The focus of attention is on selected phonological and visual features of words.
- Activities and exercises are designed to help students with words diagnosed as problem words in the pretest. These include both misspelled list words and those spelled correctly but with some doubt or hesitation.
- Activities and exercises can be selected to suit individual pupil needs.
- Study techniques are built into the exercises and activities.
- The “Remember” section of the “Study Helps” sequence summarizes the spelling generalization highlighted in the unit.

3. Using Your Spelling Skills

- This sequence promotes spelling ability by using words in a variety of writing contexts — sentences, verses, dictation, and proofreading.
- To help pupils develop a writing vocabulary, emphasis is placed on adding other words to unit list words.
- Activities and exercises are designed to intensify the instruction in the core lessons and to extend skills to include new words so that pupils can apply spelling skills more effectively in their own written work.
- Activities and exercises are designed to help pupils integrate word meaning and spelling skill.
- Activities and exercises are provided to help pupils transfer spelling skills to writing in other subject areas.
- Fun-type exercises are designed for individual practice, team activity, or class participation.
- Proofreading activities provide practice in recognizing and correcting misspellings as a practical application of learning to spell.

4. Unit Test

- The final sequence serves as both assessment and reinforcement. It provides an accountability measure for pupils who studied their problem words and an additional reinforcement for those who wrote the words correctly on the pretest.
- Self-correction, as on the pretest, helps pupils develop self-responsibility for spelling growth.
- Record-keeping of test results provides important feed-back for pupils and teacher.

SEQUENCE STRUCTURE

Pretest

1. Preparatory Explanation

If pupils are unfamiliar with the pretest, the teacher should discuss the purpose and procedure. It should be made clear to the class that this is *not* a test to *measure* what they know but a way of *helping each pupil to learn* which words he or she already knows so that each, individually, can concentrate energy on problem words.

2. Dictation of List Words

- List words are to be dictated before pupils have studied them.
- Dictation atmosphere should be relaxed but quiet, so that all pupils can hear without straining.
- Each word should be pronounced clearly and then used in a sentence to reduce the possibility of pupils' perceiving the word wrongly.
- After a word has been pronounced, pupils should be encouraged to say it quietly to themselves before they write it.
- After all the list words have been dictated, pupils should check their own words and write their misspelled words in their individual spelling records.

3. Record of Spelling Errors

Regular and accurate record-keeping is an important factor in learning to spell.

A record of spelling errors serves many valuable functions.

- It helps pupils to diagnose their own spelling problems.
- It helps pupils to develop skills in self-analysis of errors.
- It raises spelling consciousness.
- It encourages self-responsibility for spelling growth.
- It provides important feedback for teacher and pupil.
- It helps the teacher individualize instruction.

The following record form is suggested for recording errors made on the pretest. Copies of this form are available in the booklet *My Spelling Record*, available from Gage Educational Publishing Limited.

My Pretest Record

Unit	List Word	My Spelling	Mistake at Beginning	Mistake in Middle	Mistake at End	Mistake in More than One Part
1						
1						
2						

How to Use the Personal Spelling Record

- *Pupils* write the correct form of the misspelled list word in the column "List Word."
- *Pupils* write their misspelling in the column "My Spelling."
The side-by-side placing of correct spelling and personal misspelling has been proved to be a most effective method for focussing attention on the correct form. Spelling success depends, to a large extent, on learning discrimination skills. Seeing a comparison between a positive example and a negative example is the basis of discrimination learning.
- *Pupils* examine each misspelling to locate the position of the problem—beginning, middle, end, more than one part—and put a check mark in the appropriate column.
- *Teachers* will have to guide the pupils closely in the beginning years to ensure that they learn to record and analyse their misspellings accurately. The growth of a spelling consciousness and the development of self-responsibility in their pupils will more than repay their efforts.
- *Teachers* should examine children's spelling records on a regular basis to get diagnostic information that will help them individualize extra help.

4. Record of Spelling Progress

A record of correct spellings serves as a measure of achievement and a positive reinforcement for successful effort.

- Both pretest and unit test scores should be recorded.
- Teachers and pupils should both maintain a continual and alert awareness, of spelling progress.
- To facilitate a steady progress check, a chart similar to the sample below is included in the *My Spelling Record* booklet.

My Progress Chart

Number of Words Right	Units														
	1	2	3	4	5	7	8	9	10	11	13	14	15	(to Unit 35)	
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															

Note that each Unit column is divided with a dotted line into two parts—one for the pretest score and one for the unit test score. In the sample above, in Unit 1, the pupil had 11 words correct on the pretest and 12 on the unit test. In Unit 2, she scored 12 on each test.

For the pupil's Progress Chart, have pupils use different colors to record their scores; for example, red, for the pretest and blue for the unit test.

Study Helps

- The activities and exercises in this sequence are intended primarily for pupils who had difficulty with the words on the pretest. Pupils who had all the words correct and who are confident they know how to spell each list word should proceed directly to the "Using Your Spelling Skills" section.
- The primary emphasis in the exercises is on helping pupils to look carefully at the letters that spell list words.
- Pupils should concentrate their effort on exercises that focus on the words they spelled incorrectly, or were unsure of, on the pretest.
- Teachers will be able to individualize the use of "Study Helps" more effectively if they examine the pupils' spelling records regularly. This will show them the types of spelling errors each child makes and should indicate, therefore, the special help needed.
- All pupils should be taught an efficient study method. The five-step study method outlined on page 5 of the pupil's book is referred to often in the "Study Helps" sections.

4. Look at these words. Say them.

one  two  saw 

Notice that the letters and sounds don't exactly match.

You must look very carefully at words like these.

Look at each word letter by letter from beginning to end.

Say the word to yourself.

Cover it.

Write it in your notebook.

Check to see if you were right.

If you have still misspelled a word, do all the steps over again.

Try these steps in learning to spell these words:

good	new	book	two
one	because	saw	



1. Sound-symbol Relationships

Accurate pronunciation, clear enunciation of words, and the recognition of the *sequence* of sounds in words are of utmost importance in spelling. Spelling proceeds from the sound of the word to the written representation of the sounds. The primary focus in the “Study Helps” sections, therefore, is on sound-symbol relationships.

Verse

A verse that highlights some of the list words is included in most units. The verse serves to underline the fact that words are always used in a context and to provide an opportunity for pupils to hear and to say words that contain the sound element being emphasized in that particular unit.

The verses should be read or recited with the pupils. Then the underlined words should be repeated orally, the spelling discussed, and the words written.

1. Read these lines.

One old man and two fat cats
Ran away from the big, bad rats.

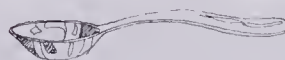


Say the underlined words. Listen for the vowel sound. Notice that the letter **a** spells the vowel sound /a/.

1. Read the verse.

Doesn't it seem a bit too soon —
And wasn't Oscar a silly loon
When he left for the moon
On a kite
At night
And tried to arrive before noon?

Write the words that have the vowel sound you hear in:



We write this vowel sound as /ü/.
What letters spell the vowel sound /ü/?
Write other words that have this vowel sound and spelling.

Say-Listen-Write

Pictures are used to encourage pupils to pronounce words to themselves as they write.

The sequence of instructions to pupils in these exercises is important.

"Say the picture word."

"Listen for the _____ sound."

"Write the word."

Once this sequence is stressed to the point of overlearning, pupils will automatically use it as they are writing to help them spell words they are unsure of.

Teachers should emphasize not only the importance of correct pronunciation and clear enunciation, but also the necessity for the recognition of sounds *within* the words and the *sequence* of sounds.

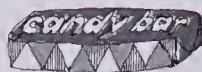
5. Say the picture words. Listen for the sound at the end of each word.



car



jar

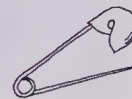


bar

The sound at the end of car and jar is /är/.
Notice that the letters **ar** spell this sound.
Write the list words with the sound /är/.

3. Say each picture word.

Listen for the vowel sound /i/ in the middle of each word.



Write the three words from your list that have the vowel sound /i/ in the middle.

3. The letters **sh** spell a special sound.

Say the picture words. Listen for the special sound /sh/. Write the words.



1. Read this verse:

On holidays we like to call
On friends we hardly see at all.
We also like it when they say,
"You're always welcome. Come and stay."



Say the underlined words.

What vowel sound do you hear before the consonant l? Write the underlined words.

What vowel letter spells this sound in these words?

In some words, the vowel sound /o/ is spelled with the letter a.

Write the picture words.



Sound or Structure Highlights

The “Study Helps” of each unit include exercises that focus on a particular sound-symbol relationship or on a structure element. The element being highlighted is listed in the Contents and serves as a “title” for each unit.

However, it must be emphasized that not all words in the unit list contain the featured element. Pupils will be more alert to each list word if the words do not all follow a pattern.

3

went
pet
bed
get
let
saw
red
book
good
jet

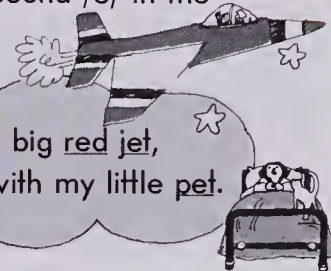


Study Helps

1. Read these lines.

Listen for the vowel sound /e/ in the underlined words.

My dad went up in a big red jet,
But I stayed in bed with my little pet.



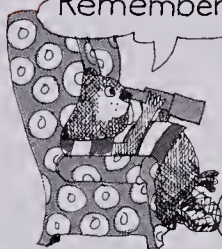
Copy the lines carefully into your own book and put a circle around each word that has the vowel sound /e/.

Notice that the letter **e** spells the vowel sound /e/.

2. Say each picture word.

Listen for the vowel sound /e/.

Remember



The vowel sound /ā/ is often spelled with the letters **a — e** as in cake and name.

Remember

This special feature at the end of “Study Helps” in most units is a statement of the spelling generalization highlighted in this unit.

It is not intended that these statements be memorized, but merely discussed with pupils.

Remember



In some words, like clean and year, we use the letters **ea** to spell the vowel sound /ē/.

Rhyme

This technique is used frequently to help students to proceed from the sound of words to the written representation.

At first, the technique of rhyme is used to help pupils to recognize regular spelling patterns and to realize that they can spell many other words than the list words.

But pupils must learn also that rhyme depends on the *sound* of the word and that not all rhyming words are spelled in the same way. Exercises help pupils to recognize, and to use, these variant spellings.

2. Say each picture word.

Listen for the vowel sound /e/.



Write list words that rhyme with the picture words.

Did you write four words that rhyme with wet?

3. Rhyming words are words that sound the same at the end. Sometimes they are spelled almost the same, like: kiss and miss and hiss.

Sometimes the words sound the same at the end, but the sounds are not spelled the same, like: hurt and dirt and Bert.

Write rhyming words for each of these words. Remember the spelling of the rhyming sound can be the same or different.

gone	miss	but	smoke
dirt	fought	seen	fun

2. Word Structure

The structure of words forms an important part of the "Study Helps" sequence. Syllables, compound words, contractions, plurals, base words, and endings in inflected forms are taught in Books 2 and 3.

Syllables

Pupils are encouraged to listen for "the parts of a word" or "the number of vowel sounds in a word." This technique helps pupils to concentrate on the sequence of sounds in each part of the word, and thus aids in the spelling.



Study Helps

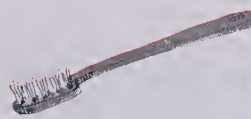
1. Sometimes it is easier to spell a long word if you listen for its parts or syllables.
Listen for the two parts in each of the underlined words in the verse.

Did you see my pretty, little kitten?
She tore my letter and she stole my mitten.



Compound Words

The emphasis is on both meaning and spelling.



toothbrush



sidewalk

Did you notice that a compound word is really two base words joined to make one longer word? tooth + brush → toothbrush

Contractions

Pupils must remember that the apostrophe is an element of spelling.

I'm happy in the morning
When it's nice and bright.
But I don't like a morning
That's as dark as night.



Did you notice the special mark in each underlined word?

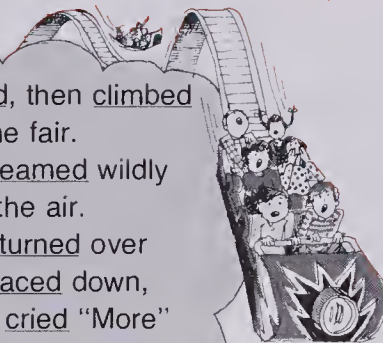
These words are called contractions, and the mark is called an apostrophe.

Base Words and Endings

Pupils are introduced to inflected forms and are taught to recognize changes in the spelling of some base words when endings or suffixes are added. Special emphasis is given to the *-ed* ending — as a syllable (hunted), with the pronunciation /d/ (played), and with the pronunciation /t/ (stopped).

1. Read the verse.

The cars jumped, then climbed
On the ride at the fair.
The children screamed wildly
As they rose in the air.
Their stomachs turned over
When the cars raced down,
But they always cried "More"
When they got to the ground.



Write all the underlined words that have the ending *-ed*.

Write the base word for each one.

Which base word was changed before the ending was added?

Plurals

Pupils are taught that most plurals are formed with the letter *s*, but there are exceptions (lunch — lunches; baby — babies).

2. You have learned that to write the plural of most words we add the letter *s*, as in cats.

Now look at the word dishes.

What is the base word?

What letters were added to write the plural?

Write dishes. Circle the letters **es**.

Write the plural of brush and watch.

Using Your Spelling Skills

This sequence in each unit extends spelling skills in a variety of situations:

- writing sentences, stories, verses
- dictation exercises
- proofreading someone else's writing
- puzzles and other "fun" activities
- exercises that extend and apply generalizations
- exercises that emphasize word meaning
- activities related to general subject areas.

Writing

The purpose of any spelling program must be to help pupils spell correctly in all written work.

Learning to spell words in lists is not an end in itself. Pupils must remember the correct spelling of those words in their own personal writing.

Pupils are, therefore, provided with situations that promote the writing of the newly learned words in connected discourse.

This writing also provides the vehicle for practice of proofreading skills.

6. Finish this story.

Our dog had six new puppies.
One day we could find only five.

What do you think happened?



5. Write one sentence for each group of words:

(a) is so tired fall asleep

(b) read books about Olympic games

6. Read this story beginning. Some words are left out. Fill in the missing list words as you write the story in your book. Then finish it in your own way.

One day, Willie Wolf and Freddie _____ were running through the _____. S_____ Willie saw something under some _____. Willie and Freddie raced over to look. They found a bag of _____. How excited they were!

S_____ they heard a growl. They looked up to see

Dictation

Dictation provides a situation in which pupils write words in sentences, or paragraphs, or verses. Because the content of the writing is provided and dictated by the teacher, pupils can concentrate on their spelling skills and on other skills, such as the use of punctuation and legible handwriting.

The material for dictation is in the pupil book. Therefore, after writing, pupils should be encouraged to proofread their own work and then check both writing *and* proofreading by comparing with the book.

This also affords the teacher an excellent opportunity to determine whether, in fact, pupils are learning how to recognize spelling errors in their own writing.

3. Your teacher will dictate these sentences to you. Write them in your notebook.

I saw my pet get wet.

Mary had a good book.

One man went in the big jet.

Use your speller to check the sentences you wrote.

2. Your teacher will dictate these sentences:

- I'll go if he goes.
- She wouldn't add more color.
- They're off, and I couldn't go with them.

Check your own sentences carefully for spelling, capital letters, apostrophes, and end punctuation.

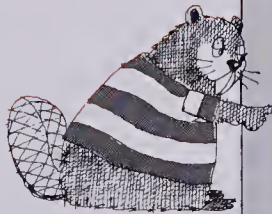
5. Your teacher will dictate these sentences to you. Try to spell each word correctly.

- The people wanted to watch the water show.
- One night I really was scared.
- We might go to the lake this summer.

Check your own spelling.

Did you put a capital letter on the first word?

Did you put a period at the end?

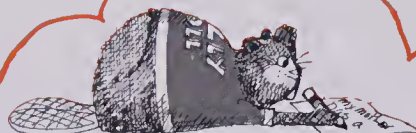


Proofreading

Pupils are constantly being exhorted to "proofread your writing," yet rarely are they provided with practice in proofreading, under teacher supervision. *The Canadian Spelling Program* provides situations in which pupils can practise proofreading.

In order to remove a personal threat, the writing with incorrect spelling is always presented by the "feature character" of each book. In Grade 2, all writing for the proofreading exercises has purportedly been done by "Jelly-Roll." In Grade 3, Musky the Muskrat is the struggling speller!

It is important, especially in the beginning, that the teacher help pupils with these exercises. Pupils should be asked first of all to read the writing. If they fail to recognize a word, they should understand that this may be a clue to a misspelling. Most, if not all, of the words used in these writings should be in pupils' reading vocabularies, and a spelling different from what they are used to seeing in reading may interrupt the reading. Pupils then recognize that the interruption is caused by the strange "look" of the word.



6. My mother hase mad a birthday caek.
And now I hav a wish to mak.

Jelly-Roll has been trying to write our verse, but is having trouble with some words.

Help Jelly-Roll.

Write the verse in your book. Be sure to spell the words in the boxes in the right way.



7. Each of Jelly-Roll's sentences has at least one mistake. Find the problem words and then write the sentences correctly.

Im going home now.
You where there yesterday.
Its time to go rideing.
Mary and Jane went four a walk.
She was play with then.

5. Musky wrote a story, but forgot how to spell some words.
Find the misspelled words and copy Musky's story in your book.
Be sure to spell all the words correctly.

Once apon a time, there was a quean who was too tiered to cook. She turned on a lite to see wat snacks were in the cupboard. The cupboard was empty. Somebody had taken all the food. What should the quean do?

Pupils should examine each misspelled word carefully (as they do with their own misspellings on the pretests). The word should then be written with the correct spelling on the chalkboard and in pupils' exercise books.

Often the exercise directions will instruct pupils to "Rewrite Jelly-Roll's story. Be sure to spell all words correctly." The teacher must decide whether all pupils will profit from this type of "copying." For some pupils, it will be beneficial in helping them to "overlearn" the spelling of many often-used words.

Word Meaning

Many exercises in "Using Your Spelling Skills" relate to word meaning. The emphasis may be on the meaning of words individually or words in sentences.

The exercises may ask pupils to write a list word that fits the meaning of a sentence, or to put scrambled words in correct sentence order, or to fit a word to its meaning.



5. Musky is getting better at spelling.
Read Musky's sentences. Find the spelling mistakes. Rewrite the sentences correctly.

•The wind blew away my blue hat.
•She could here the old wick crying.
•I have one thousand real dollars.
•We saw a ferry boat crossing the lake.
•I like this book mutch more than that.

1. Finish these sayings by choosing one of the words at the left.

pig
beaver
bear
elephant
mouse
monkey

★ busy as a _____
★ tricky as a _____
quiet as a _____
hungry as a _____
fat as a _____
★ strong as an _____

Write the sayings in your book.
You may want to use one in your writing.

7. Write a list word for each meaning:
- (a) the opposite of "go"
 - (b) means "too"
 - (c) means "nearly"
 - (d) Bats live in them.
 - (e) the first day of the week
 - (f) It has seven days.
 - (g) You might be frightened if you met one.

Extending Generalizations

Pupils need to recognize that they can spell many more words than those in the spelling lists.

Exercises in "Using Your Spelling Skills" help pupils to use spelling generalizations in writing "new" words.

Puzzles and Fun-type Activities

These activities are included to add variety and to extend and enrich pupils' vocabulary and writing skills.

All pupils, including those who spend more time on "Study Helps," should have the opportunity to complete these "fun" activities. Many of them are suitable for group discussion or pupil-team activity.

5. Change the first letter in cow to write new words.

Read your new words. Do they all have the same vowel sound as cow?

Say the picture words. Write the picture words.

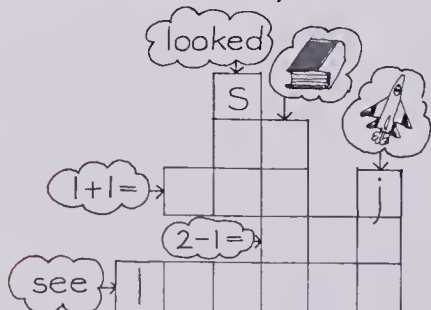


What vowel sound do you hear in the first word? in the second word?

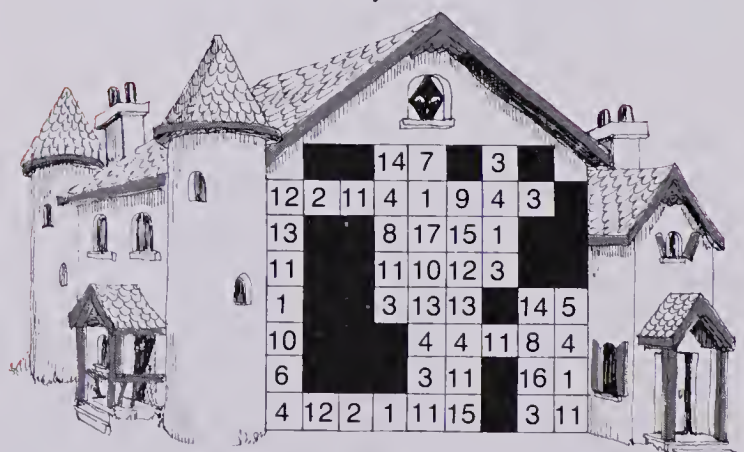
2. Use the starting letter of each picture word to spell words. The first one is done for you.



5. Use the clues to solve this puzzle. Write the words in your notebook.



3. Use the code below to figure out all the words in "the haunted house." Write the words in your book.



a	c	d	e	f	g	h	i	m	n	r	s	t	w	y	l	u
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Activities Related to General Subject Areas

Considerable emphasis is placed on words and spelling related to other subject areas — math, science, social studies.

Often the exercise will involve pupils in collecting, from other areas in the curriculum, their own words that fit a spelling generalization or that contain a specific sound or letter element.

Pupils with special spelling difficulties, who cannot be expected to do these activities independently, should not be excluded completely from these enrichment projects. Many of these activities could be class or group projects, from which these pupils will benefit by participating with others in finding and collecting certain words.

Certainly, guidance by the teacher will be necessary in many of these projects, particularly when they are first introduced.

It is essential, too, that the teacher help pupils to organize their spelling notebooks so that special pages are used for “Math Words,” “Science Words,” and so on. Pupils should be encouraged to use these pages in any writing activities related to these areas.

Activities such as “Be a Word Collector” promote interest in words — not only for spelling but for meaning as well.



1. Find other “travel” words.

Can you find:

• land travel words?

• air travel words?

• water travel words?



List the words in your book. Make sure you have the right spelling for each word.

1. Find plant and animal words that spell the vowel sound /ē/ with **ee**. Add these to your own spelling list. Look in science books. Here are some that you might find: tree seed cheetah.

Unit Test

This is the final step in the instructional sequence — the culmination of the unit. It is a positive reinforcement for pupils who spelled the words correctly on the pretest as well as an accountability measure for pupils who misspelled words and have spent time studying the problem words.

1. The total unit word list should be dictated to *all* pupils regardless of the number of words they had correct on the pretest.
It is recommended that the words be dictated in a different order from the list in the book, which was the order used in the pretest.
2. Pupils should mark their own tests, as in the pretest procedure.
Depending on the maturity and skill of the students, the self-correction can be done by writing a word at a time on the chalkboard, by spelling each word orally, or by having pupils use the word lists in their own books.
3. Teachers should supervise the self-correction closely, not only to ensure that pupils are not overlooking their own errors, but to observe and note the kinds of errors pupils are still making.
This diagnosis helps the teacher to give special help to individual pupils or to create small special-help groups.
4. Pupils should record the unit test score on “My Progress Chart,” in their Spelling Record booklets. (See page 15.)
5. Words misspelled on the unit test should be recorded on the page “My Problem Words” in *My Spelling Record* books or in a special section of the pupil’s notebook. These words become the focus for special study and testing in the *Looking Back* units.

LOOKING BACK

Each sixth unit in the pupil books is a review unit.

1. Review units help pupils to:
 - recall and review the major learnings of the previous five units.
 - reassess their spelling achievement in the previous five units.
 - restudy words that caused special problems in the previous five units.
2. All pupils should study the *Looking Back* units, even though some had little difficulty with the words in the regular units. There are two reasons for this recommendation:
 - The regular units require pupils to look at only a few words; for long-term retention of spelling, it is important that pupils work with a longer list periodically.
 - For long-term retention, a skill must be “overlearned”; these *Looking Back* units provide the practice necessary for over-learning.
3. In the *Looking Back* units, pupils are given another opportunity to restudy their problem words. They are reminded again to use the five-step study method with these words.
4. Although no test is specifically called for in the pupil book, many teachers will want to give a review test on the words of the previous five units.

If this plan is followed, it is recommended that the teacher choose only a representative sampling of the words from the units. It is unwise to subject young children to a test of fifty or sixty words.
5. Review tests should be used as achievement reinforcement for the students and as diagnostic tools for the teacher.

Teachers will likely want to correct this review test themselves, to see exactly where individual pupils continue to have problems. Such problem areas should be treated immediately with reteaching and extra practice. This will again reassure pupils that tests serve as learning experiences rather than threatening ones.

SCOPE AND SEQUENCE CHART

[illegible]

[illegible]

THE TEACHER'S EDITION

A Teacher's Edition is provided for each pupil book in *The Canadian Spelling Program*.

The Teacher's Edition contains

- an overview of the program in the Introduction.
- reduced pupil pages with answers to the exercises. The answers are in a second color for the teacher's convenience.
- a statement of the general and particular objectives for each unit.
- a variety of general and specific teaching suggestions for each unit.

These teaching suggestions are not intended to be exhaustive; they are included as *suggestions* or as *extra information* to be used by the teacher in planning teaching strategy.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /a/ as in cat.
- To write the letter a which spells /a/.

Pretest

For general information concerning the pretest, see page 00 of the Introduction. See also page 00 for suggestions for record forms that you may wish pupils to use.

*Emphasize with pupils that the pretest is just an activity or exercise to help them know which words they already know how to spell and which ones they will have to pay particular attention to. It is important to constantly reassure them that no penalties or stigma will be attached to the test. Tell pupils simply to do their best and that you do not expect that they will know every word.

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word again. Ask pupils to listen very carefully and wait until you have pronounced the word the second time before they begin to write.

Stress the importance of listening carefully to the sequence of sounds in each word and of think-

34

a
one
at
cat
an
ran
can
two
man
as

Study Helps

1. Read these lines.

One old man and two fat cats
Ran away from the black board.



Soy the underlined words.
vowel sound. Notice a in man and ran spells the vowel sound /a/.

2. Soy each picture word.

Listen for the vowel sound at the beginning of each word.



Write the four list words that have the vowel sound /a/ at the beginning. Use the vowel sound to spell the vowel sound.

Pretest

How many words did you get right?
Write the words you found hard to spell.

6

ing of which letter(s) spell each sound as each word is written. Sentences for the pretest are given for your convenience.

Dictation

I saw a fat cat.
Which one do you like?
We met at the store.
My cat is big and black.
May I have an apple?
Our dog ran after the black cat.
Can you open this for me?
Jane has two pencils.
He is a very tall man.
Did you run as fast as you could?

As soon as you hear the dictation, write the words over the words to find errors in handwriting. Encourage pupils to say each word to themselves as they proof.

*Have pupils mark by making a mark by the word on the word as you write on the chalkboard and write one word, erase it before the next word, and so on.

The success of a program is dependent on the teacher's knowledge, individual teaching style, and enthusiasm in presenting that program to the students.

How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you.

When you need to study a word, use these steps:

1. **Look** at the word, letter by letter, from beginning to end.
2. **Say** the word to yourself and listen carefully to the sounds.
3. **Cover** the word.
4. **Write** the word.
5. **Check** the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is. Did you make a mistake at the beginning of the word, or in the middle, or at the end? Was your mistake with a consonant letter, or a vowel letter, or both?

Now do all the steps over again with the same word.

Symbols

Look at these symbols: /a/ /ē/ /är/ /k/.

Symbols like these will be used in every unit. These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word **a**pple.

The vowel sound /a/ is spelled with the letter **a**.

5

Read page 5 with the pupils. Tell them that they should refer to the steps in "How to Study a Word" whenever they want to learn and remember the spelling of a word.

*Pay particular attention to the explanation of the sound symbol that will be used throughout the book. Try to ensure that pupils understand the difference between the *spoken* sound /a/ and the *written* letter that represents that sound.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /a/ as in cat.
- To write the letter a which spells /a/.

Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also page 14 for suggestions for record forms that you may wish pupils to use.

*Emphasize with pupils that the pretest is just an activity or exercise to help them know which words they already know how to spell and which ones they will have to pay particular attention to. It is important to constantly reassure them that no penalties or stigma will be attached to the test. Tell pupils simply to do their best and that you do not expect that they will know every word.

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word again. Ask pupils to listen very carefully and wait until you have pronounced the word the second time before they begin to write.

Stress the importance of listening carefully to the sequence of sounds in each word and of think-

ing of which letter(s) spell each sound as each word is written. Sentences for the pretest are given for your convenience.

Dictation

I saw a fat cat.
Which one do you like?
We met at the store.
My cat is big and black.
May I have an apple?
Our dog ran after the black cat.
Can you open this for me?
Jane has two pencils.
He is a very tall man.
Did you run as fast as you could?

Study Helps

1. Read these lines.

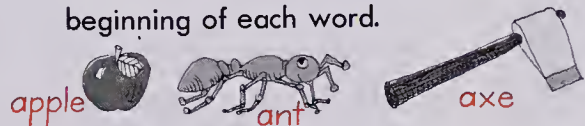
One old man and two fat cats
Ran away from the big, bad rats.



Say the underlined words. Listen for the vowel sound. Notice that the letter **a** spells the vowel sound /a/.

2. Say each picture word.

Listen for the vowel sound /a/ at the beginning of each word.



Write the four list words that begin with the vowel sound /a/. What letter will you use to spell the vowel sound /a/?

a
at
an
as

Pretest

How many words did you get right?

Write the words you found hard to spell.

6

As soon as you have completed the dictation, have pupils look over the words they wrote to try to find errors in spelling or handwriting. Encourage them to say each word to themselves as they proofread their work.

*Have pupils mark their own work by making a careful comparison of the word they wrote with that word as you write it on the chalkboard and pronounce it. Write one word at a time and erase it before you proceed to the next word. Some pupils may need

3. Say each picture word.

Listen for the vowel sound /a/ in the middle of each word.



Write the four list words that have the vowel sound /a/ in the middle. *cat ran can man*

4. What letters are missing in these words?



b a g



c a n



m a n



c a p



c a t



h a t

Write each word in your notebook.

5. Write each list word that rhymes with fan.

an ran can fan

6. Write each word that has

the vowel sound /a/.



7. Write the number words that belong with these pictures.



t wo



o ne



t wo



one

Remember

When we say the vowel sound /a/ as in apple or cat we usually write it with the letter a.

7

Introduce or review the terms *vowel* and *consonant*. Distinguish between *vowel sound* and *vowel letter*, and between *consonant sound* and *consonant letter*. Remind pupils of the symbol / / that will represent sounds.

Exercises 1-3: Do these exercises with the class. Use a strong auditory approach by enunciating very clearly and ensuring that pupil pronunciation is accurate. Encourage pupils to listen to one another's pronunciation as you elicit oral responses from various pupils. Make sure pupils check the spelling of the words they write.

Exercises 4-7: Review the meaning of *rhyming words*. Be sure pupils can identify the pictures. Then have most pupils complete these exercises independently. Help individual pupils who seem insecure in reading and following the directions.

Have pupils check their own responses as you conduct an oral answer session.

On the basis of these exercises and the list words studied, try to get pupils to derive and verbalize the fact that a vowel sound /a/ is usually written with the letter a. Once this has been accomplished, they can read the "Remember" section to see how their understanding compares with the one stated in their books.

Study Helps

some personal assistance in marking their words and examining their errors.

Although these exercises are primarily designed for pupils who exhibited difficulties on the pretest, it is advisable to have all pupils complete these exercises for the first six units. This approach will familiarize pupils with symbols, vocabulary, and exercise patterns; thus, they will be able to work more independently later.

*Take time to assist pupils in recording their pretest results on the suggested forms or in a similar manner by utilizing a section of each child's notebook. (For detailed suggestions, please refer to pages 13 - 15 of the Introduction.)



Using Your Spelling Skills

1. Write these words in the right order to make a good sentence. The boxes will give you extra clues.

fat is My cat.

My cat is fat .

man I ran the than faster.

I ran faster than

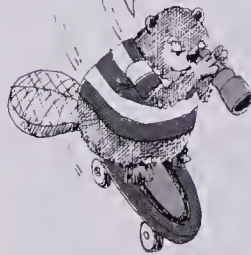
the man .

2. Use the words in each box to write your own sentence. You will need to use other words. *Individual responses*

as one cat

two can at

Remember



Did you begin each sentence with a capital letter?

Did you remember to put a period or a question mark at the end of each sentence?

8

Using Your Spelling Skills

Before assigning these activities, discuss with your class the need to spell correctly in the context of sentence writing. Ask pupils to give you reasons for being able to spell words correctly when they write in various situations.

Be sure to go over the directions to each activity before pupils are left to complete these on an independent basis.

Exercise 1: You may find it necessary to explain to some pupils exactly how the letters fit into the boxes. Draw the pupils' attention to the little box for the period.

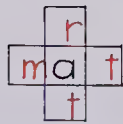
Exercise 3: This activity could be extended by accumulating the supplementary /a/ words, placing them on a class chart, and posting it prominently in the classroom or in the Spelling Centre. Such supplementary words should not be included in the regular unit test.

However, you may wish to use these words with a group of more capable spellers. They could begin extension word lists in a special section of their notebooks. If you wish, use a special time to test these words.

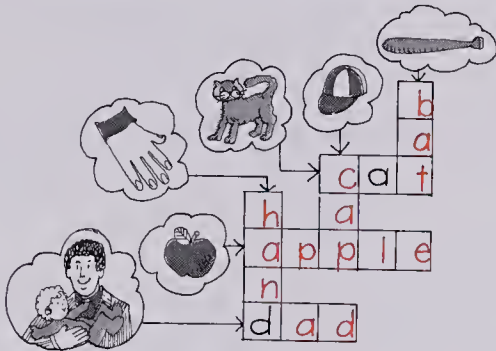
Exercise 4: Make sure that pupils understand the concept *rhyme*. For present purposes, *rhyme* refers to words that have the same final sounds (vowel and consonant) and the same spelling.

3. Write six words from your reading, arithmetic, or other subjects that have the vowel sound /a/. *Individual responses*

4. Copy these shapes in your notebook.
Fill in the spaces to make words that rhyme with the picture words. *Solutions such as:*



5. Copy the puzzle in your notebook.
Use the picture clues to solve the puzzle.



Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

9

Unit Test

Exercise 5: You may have to help pupils with this simple crossword puzzle. Help them to understand the purpose of the arrows. You may decide to have some pupils simply write the words in their books. Some pupils may enjoy making up puzzles of their own to put in the Spelling Centre for other pupils to enjoy.

Dictate the entire list of 10 words to all pupils regardless of the number of errors made by each individual on the pretest. For this test it is not necessary to use every word in a sentence since pupils will be familiar with them. However, words should be pronounced very clearly and repeated once or twice. The order of the words should be changed from that which appears in the original list. Ask pupils to write

their words in column form in order to facilitate self-correction. Have each pupil check *his/her* own test. Use the same procedure that you used in marking the pretest.

Help pupils to record their final results.

Unit 2

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /i/ as in big.
- To write the letter i that spells /i/.

Pretest

Dictation

Where is everybody?
I am in here.
Please put it on the desk.
I like Saturdays and Sundays.
Why don't you go with him?
I'll come if I can.
My little puppy looks sad.
That was a very big job.
Watch me hit that ball.
I had two home runs in one game.

Conduct the self-correction using the same procedure as in Unit 1. Continue to stress the pronunciation together with the written counterpart. Assist pupils with recording their pretest results, and with an examination of their errors.

2

is
in
it
and
him
if
sad
big
hit
had

Pretest

How many words did you get right?
Write and study the words you found hard to spell.

10

Study helps

1. Read these lines.

Listen for the vowel sound in the underlined words.

If it is in the big, black mitt,
You have the ball that I just hit.

Notice that the letter **i** spells the vowel sound /i/.

2. Say the picture word.

Listen for the vowel sound /i/ at the beginning.

Write the four list words that begin with the vowel sound /i/. is in it if

3. Say each picture word.

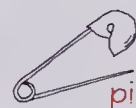
Listen for the vowel sound /i/ in the middle of each word.



mitt



pig



pin

Write the three words from your list that have the vowel sound /i/ in the middle.

him big hit

Study Helps

At least the first three exercises should be completed in a group situation. Concentrate on accurate pronunciation by pupils.

Exercise 1: Review a few words that have the vowel sound /a/ and then compare sound and spelling with words that have the vowel sound /i/. For example, ask pupils what vowel sound they hear in hat, an, bag. Have them write these words on the chalkboard.

Say hit. Ask pupils how the sound is different from hat. Write the word hit under hat and ask pupils which letter is different. Continue with the other words.

Read the two-line verse and ask pupils to listen for the /i/ words. Have them say the /i/ words.

Exercises 2-3: Supervise the writing and checking of the words in exercises 2 and 3.



4. Change the **a** to **i** in each of these words.
Write the new words in your notebook.

as is an in at it

bag big hat hit ham him

Say each word that you wrote.

5. Write two list words that rhyme with mad. ^{sad}
What vowel sound do you hear in these ^{had}
words? What vowel letter do you write? ^a

6. Find the missing list words in each sentence.
Write each sentence in your notebook.

Two and two are four.


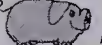
He hit the ball with the big bat.

She gave him a big apple.

Is it in the big van?

The man is not happy. He is sad.

Remember

When we say the vowel sound /i/ as in
igloo  or pig , we usually
write it with the letter **i**.

Exercises 4-6: Read and discuss the directions for the last three exercises. Then have pupils complete them independently. Checking will be more effective if you do it orally while each child marks his/her own work.

Exercise 5: When discussing the directions for this exercise, check once more that *rhyme* is understood. Have some of the pupils say the word *mad* and have the class listen for the final /d/. Insist upon a clear, but not exaggerated, articulation of this consonant, since in normal speech it is generally unreleased and hence, almost inaudible.

At the conclusion of this section, use the list words to help pupils form the generalization that the vowel sound /i/ is usually written with the letter **i**.



Using Your Spelling Skills

1. Start lists of /i/ words from your daily work.
Make one list for words that begin with the vowel sound /i/.
Make another list for words that have the vowel sound /i/ in the middle.

2. Unscramble the underlined words.
Write each sentence.

He (thi) the ball. (hit)

We (dah) a fat (atc). (had) (cat)





Is it (ni) the (gbi) bag? (in) (big)

Jack and Jill had a (dba) (ispll) (bad) (spill)

Check your own spelling.

Did you remember capital letters and periods?

3. Use the picture clues and write the story in your notebook.

I saw a  cat. It was  mad.
It  ran to the  man.

4. Write your own story using these words.

him	big	hit
-----	-----	-----

Individual responses

Using Your Spelling Skills

Exercise 1: This could be extended to develop a class chart of /i/ words. These could now be posted to replace or add to the chart of /a/ words from the previous unit. Continue to encourage better spellers to add these words to their own spelling lists.

Exercises 2-5: Read and discuss the directions for each of the exercises in this section. Stress the correct use of capital letters, periods, spelling, and handwriting when writing sentences. Encourage pupils to look carefully at their own sentences and to check the spelling with the sentences in their books.

Try to check pupils' writing on an individual basis to help them recognize spelling and punctuation errors.

Exercise 2: Check to make sure every pupil understands the term *unscramble*. It may be necessary for some pupils to print the letters on small squares of paper or card (like *scrabble* tiles but using lower case letters) so that they can rearrange the letters physically and look at the results of their activity until they make a recognizable word that fits the context.

5. Say the picture word.

Use the vowel sound in each picture word to fill in the missing letters. Then write each word in your notebook.



hill



hat

h _ s h _ t

h _ s h _ d

h _ f h _ n

b _ g s _ d

h _ m h _ t

h _ n l _ d

b _ g w _ ll

h _ t r _ n

6. Copy this puzzle. Find 9 list words in the puzzle. Circle each word.

Words can go across or down.

The same letter can be used more than once.

Then write each word that you found.



Down
sad
it
in
hit
had

x	i	s	t	h
a	n	d	t	a
s	h	i	m	d
a	i	b	i	g
d	t	a	n	d

Across
is
and
him
big

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

13

Exercise 4: Encourage pupils to write more than minimal sentences by discussing with them the possible action, circumstances, and result. Help them to form a clear idea of what they want to write. You might begin by asking what ideas flash into their minds when you say the three words him, big, hit.

Exercise 5: It is essential that pupils correctly identify the picture words (hill, hat), and that they understand that the missing letter in each word under the picture has the same vowel *sound* and thus, the same letter as in the picture word.

Exercise 6: Tell pupils that the letters for the words will be in the right order, either across or down, and that a letter could belong to more than one word.

Unit Test

Tell pupils to listen very carefully as you dictate each word.

Self-correction should be done on a word-by-word basis as you write each word on the chalkboard. Some pupils will continue to need supervision and assistance in marking their own work and recording their results.

*Be sure that pupils who had an error or errors on this test write the word(s) in their special lists. Encourage special study of these words during the week.

Unit 3

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /e/ in pet.
- To write the letter e which normally spells /e/.

Pretest

*Continue to reassure pupils about the purpose of the pretest.

Dictation

We went to the movies on Saturday.

I have a pet rabbit.

I made a bed for the rabbit.

I would like to get a puppy.

My mother won't let me buy one.

I saw a cute puppy yesterday.

My bike is a pretty red color.

I got this book from the library.

We had a good time at the party.

Someday I want to fly a jet.

Check the pretest with pupils and help them record their results.

3

went

pet

bed

get

let

saw

red

book

good

jet

Pretest

How many words did you get right?

Write and study the words you found hard to spell.

14

Study Helps

1. Read these lines.

Listen for the vowel sound /e/ in the underlined words.

My dad went up in a big red jet,
But I stayed in bed with my little pet.

Copy the lines carefully into your own book and put a circle around each word that has the vowel sound /e/. went red jet
Notice that the letter **e** spells bed pet
the vowel sound /e/.

2. Say each picture word.

Listen for the vowel sound /e/.

tent

wet

bed



Write list words that rhyme with the picture words.

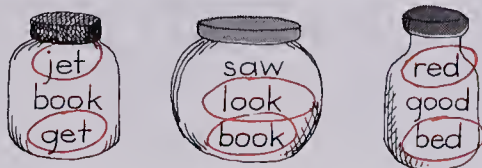
Did you write four words that rhyme with wet? pet get let jet

Study Helps

Exercises 1-2: As in the previous units, guide the reading and completion of the first two exercises. Be sure that pupils have the opportunity to pronounce the words while you and the rest of the class listen for the accuracy of pronunciation. Help pupils identify the words that can be spelled in exactly the way they are pronounced.

Exercise 2: Remind pupils that rhyme means having endings that sound the same and are spelled the same.

3. From each jar, choose two words that have the same vowel sound.



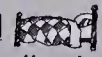
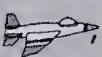
Write each pair of words in your notebook.

4. Write the words for  and .

5. Find the list word that fits this sentence.
Write the sentence.

I looked out of the window and I saw a monkey in a tree.

Remember

When we say the vowel sound /e/ as in bed  or jet , we usually write it with the letter e.

Be a word collector.

Using Your Spelling Skills

1. Look for other words that have the vowel sound /e/ in the middle. Start a list of /e/ words that you come across in your daily work.

15

Using Your Spelling Skills

Exercises 3-5: Spend a few minutes with the words good, book, and saw, which are not spelled with a one-to-one sound-symbol relationship. Show pupils how they might use the SEE IT, SAY IT, COVER IT, WRITE IT, CHECK IT method for studying these words.

In exercise 5, tell pupils to recheck their spelling by using the book, after they have written the sentence.

Exercise 1: Supplement the basic word list by adding common /e/ words that children use frequently in their reading and writing. Use your own discretion as to which and how many of these words you will expect children to spell correctly.

*Such assignments should be individualized on the basis of a child's ability to cope first with the required word list. Do not include supplementary words in the unit test. If a test is desired for supplementary words, it should be administered in addition to the unit test.



2. Use the two groups of words to write one sentence.

the red book on the bed



The red book is on the bed.



I saw

red jet



I saw a red jet.

good book

went to get

He went to get a good book.

(or other individual versions)



Check each of your own sentences.

Did you begin each sentence with a capital letter?

Did you spell each word correctly?

Did you use a period or a question mark at the end of each sentence?

3. Your teacher will dictate these sentences to you. Write them in your notebook.

I saw my pet get wet.

Mary had a good book.

One man went in the big jet.

Use your speller to check the sentences you wrote.

Exercise 2: Help pupils to understand what is expected. Be sure to reassure them that there may be more than one way of combining the two groups of words. For example, "I saw a red jet," or "I saw one red jet," or "I saw that red jet."

Help individual pupils to proof-read their own writing. At this early stage many pupils will need help in knowing how and what to look for.

**Exercise 3:* Review the notes in the Introduction, page 23, for the purpose and importance of dictation exercises.

Read the sentences at normal speed and with normal intonation. Read each sentence twice, allowing time for pupils to write the complete sentence. Encourage pupils to remember the sequence of words, but repeat for pupils who are confused.

Have pupils check their own spelling by comparing with the book. You may wish to have pupils record any words in which they had errors (especially words from the basic list).

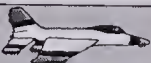
Exercise 4: Show pupils how this exercise is solved; work co-operatively with pupils to decide on two or three words.



4. Use the letter **e** and some of the other letters in the box to write words that have the vowel sound /e/.

Write the words in your notebook.

Here is one word to give you a start —
bed.

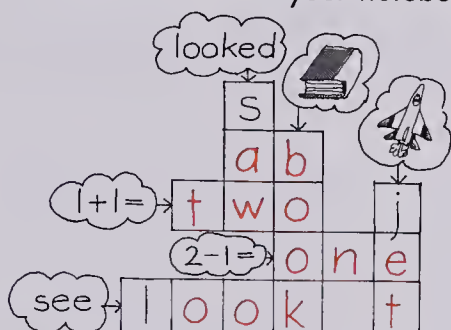
/e/ words jet 									
e	t	b	r						
d	g	w	n						
	p	i	j						

Possible words

get	pen
wet	beg
pet	peg
jet	ten
net	red
den	web

5. Use the clues to solve this puzzle.

Write the words in your notebook.



Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

17

Unit Test

Exercise 5: Help pupils who may be unsure of how to solve the puzzle. You may find it necessary to work through the whole puzzle with some pupils. What is important is not the skill in solving crossword puzzles but practice in writing the list words.

Continue to dictate all of the words to all pupils. Although the use of context is optional in the unit test, the word red must be used in a sentence to give meaning to this word.

Give pupils time to reread and rethink their words before you conduct the self-evaluation. Supervise the marking to see that pupils do not overlook errors. Check to see whether common

errors pertain to the spelling of /e/. If so, give extra help with hearing and saying that vowel sound in words.

Have pupils compare their unit test results with those on the pre-test. This comparison should include an observation of the kind of error the pupil made. Pupils should record their final scores *and problem words* on their individual charts.

Unit 4

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /o/ as in dog.
- To write the letter o which normally spells the /o/.

Pretest

Dictation

*Only the sentences are provided. Remember to say the underlined word first, read the sentence, and then say the word again. Remind pupils to wait, before writing, until you have said the word the second time.

My dog can do neat tricks.
Please put the dish on the table.
I need some of your crayons.
Look what I got for my birthday.
I fell and skinned my knee.
My pencil is not broken.
Would you help me with my work?
My bath water was too hot.
We had a lot of fun on Sunday.
Yes, I will come to your place.

Continue to assist pupils not only in finding their spelling errors, but also in identifying the reason for the error and in recording their results.

4

dog
on
of
got
fell
not
help
hot
lot
yes

Study Helps

1. Read these lines.

In the summer, when it got hot,
My dog Spot liked to play a lot.

Say the underlined words. Listen for the vowel sound. Notice that the letter o spells the vowel sound /o/.

2. Say the picture word.

Listen for the vowel sound /o/ in each of them.



Write the list words that have the vowel sound /o/ in the middle. *dog got not hot lot*

3. Write the list words that have the vowel sound /o/ at the beginning. *on of*

Pretest

How many words did you get right?
Write the words you found hard to spell.

18

Study Helps

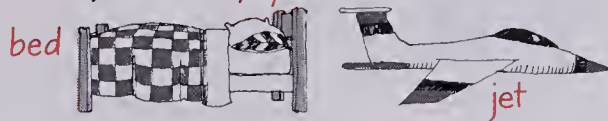
Some of these exercises should be conducted orally with the class.

Exercise 1: Have a pupil read the verse and have the rest of the group listen for the /o/ words. Have these words pronounced singly.

Exercise 2: Be sure pupils can identify the picture words. Have pupils recheck the spelling of the words they wrote.

Exercise 3: Remind pupils to say the word quietly to themselves and to listen to the vowel sound.

4. Say the picture words. What vowel sound do you hear? /e/



Write the words. *bed jet*

What vowel letter did you use? *e*

Write the three list words that have the vowel sound /e/ in the middle.

fell help yes

5. Write list words that rhyme with these

words: *dot well fog yelp.*
got not fell dog help
hot lot

6. Read these words: *not hot hope*
note mop hop


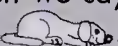
Write the words that have the vowel sound /o/. *not hot mop hop*

7. Read these words: *me fell feel*
tell yes help

Write the words that have the vowel sound /e/. *tell help fell yes*

Remember

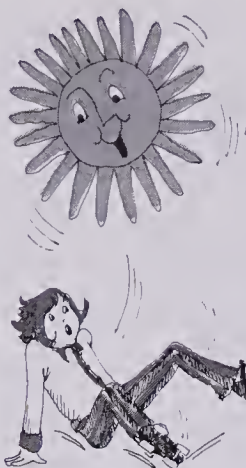


When we say /o/ as in *box*  or *dog* , we usually write it with the letter *o*.

Exercises 4-7: Most pupils will be able to complete these exercises independently. Check the responses in an oral situation.

Exercise 5: Tell pupils to say the rhyming words aloud to check that their endings sound alike. Suggest that each group of rhyming words be written in list form (in order that the pattern of the similar endings becomes apparent). Some pupils may be able to add other words to their lists.

Exercises 6-7: Again, tell pupils to read the words aloud, but softly and to themselves, before they write, so that they hear the vowel sounds and thus identify the correct words.



Using Your Spelling Skills

1. The words in the shapes are not in the right sentences. Find the right word for each sentence. Write the sentences.

I **help** down. (fell)

The sun is **yes**. (hot)

My dad can **fell** us. (help)

She said **hot**. (yes)

2. Use the two words in each box to write a sentence. *Individual responses*

help not

lot on

dog fell

Check your own spelling.

Did you remember capital letters and periods?

3. Copy the two lines into your notebook. Complete the sentence with a rhyming word.

When I get hot,
I drink a lot.



My big black dog
Jumped over the log.



Did my dog yelp
When he needed help?



20

Using Your Spelling Skills

Be sure to read and discuss the directions for each exercise before pupils proceed to work independently.

Exercises 1-2: Much of the checking of these exercises should be done orally. Pupils should be given an opportunity to read their own sentences out loud to the rest of the class. Have certain sentences written on the chalkboard.

Such questions as the following could then be discussed:

- Was the sentence interesting?
- What words would have to be capitalized?
- What punctuation should have been used?
- Were the words spelled correctly?

Exercise 3: You may want to help pupils to complete the two-line rhymes orally before having them write them. Encourage pupils to check their spelling with the book.

Exercise 4: Continue to make group or class charts of supplementary /o/ words.

Make sure that charts remain available for later consultation.



4. Look for other words that have the vowel sound /o/. Make one list for words that begin with /o/. Make another list for words that have /o/ in the middle.

5. Can you unscramble these words? Draw the boxes in your notebook and fit the letters into the right places.

teg pehl etm tel tpe

6. Copy this puzzle into your notebook.
Circle ten words in the puzzle.
The same letter can be used more than once.

Words can go across or down.

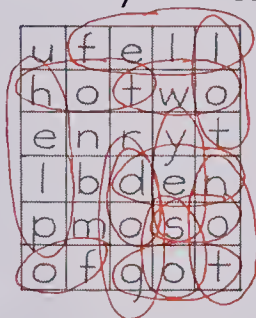
Write each word that you circled.

Across

fell
hot
two
den
so
of
got

Down

help
dog
do
yes
so
lot
not



Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

21

Exercise 5: You may find pupils who have difficulties with this exercise since it combines unscrambling with the use of boxes. Explain that the boxes show the shape of the letters and this will help in unscrambling the letters.

Exercise 6: Note that there are many words in the puzzle, but pupils are asked to find only 10. Commend pupils who find more than 10. To check, you might want to have pupils each write a word on the chalkboard until all words are recorded. Then have pupils compare their lists with the one on the board.

Unit Test

Dictate all list words to pupils in a sequence that differs from the word list. Encourage pupils to listen carefully for oral cues that will help them to spell many of the list words. Give them time to proof-read their words before you conduct the self-correction. Help them to record their scores and their problem words on their individual charts.

Unit 5

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and extend skills in hearing, identifying, and spelling /o/.
- To review and extend skills in hearing, identifying, and spelling /i/.

Pretest

If any pupil shows nervousness when "test" is mentioned, explain again the purpose of the pretest (and the unit test, for that matter).

Dictation

I will be glad to help you.
I did my best.
Billy had six pieces of cake.
We lost the game.
What is in that big box?
My doll has a new blue dress.
Take your coat off.
This letter came from England.
She stayed home because she was sick.
I have a new pair of shoes.

Continue to assist and supervise pupils in their self-correction of this test. Pupils will also need some continued assistance in examining their errors and recording the results.

5

will
did
six
lost
box
doll
off
from
because
new

Study Helps

1. Read these lines. Listen carefully for the vowel sounds /i/ and /o/ in the underlined words.

Will you help me catch this fox?
He ran off with my new doll box.

Write the words with the vowel sound /o/.

Write the words with the vowel sound /i/.

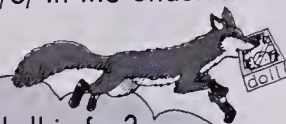
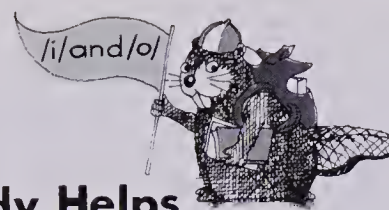
will this with

2. Use your spelling list to find words that rhyme with these /i/ and /o/ words.
Write both words in your notebook.

Pretest

How many words did you get right?
Write the words you found hard to spell.

22



fox off
doll box



hill will



fox box

hid did



fix six

Study Helps

The first four exercises in this section should be conducted orally.

Exercise 1: Have your pupils recall what they have previously learned about the spelling of /i/ and /o/. (You could have pupils reread the "Remember" sections of Units 2 and 4.) Check the spelling of the written words.

Exercise 2: Continue to impress on pupils that rhyme means like sounds at the end of words; pupils should, therefore, say the words aloud to check the final sounds of the words they choose.



3. Look at these two sentences.

My jeans are new.

I have six new pencils.

Write the list word in the sentences that means "not old." **new**

Write a sentence using the word new.
Individual responses

4. Write the longest list word. Say it.

Notice that it can be sounded and written in two parts.

because

Look at the second part carefully, letter by letter.

Say the word to yourself.

Now cover the word and write it.

Did you get it right?

If not, look at it again and write it again.

5. Find the list words that fit the boxes in these sentences.

Write each sentence in your notebook.

My doll is **lost**.

Is your **doll** lost?

He got one **from** home.

I was at home **because** I was sick.



23

Exercises 3 and 4: Special attention should be given to the two words that are not a part of the /i/ and /o/ spelling patterns; the words because and new need to be studied individually.

Because new is sometimes confused with its homonym (knew), it is important to associate the word with its meaning.

Help pupils to hear the two parts (syllables) of because. Pay particular attention to the spelling of cause. Help pupils to use the study steps.

Exercise 5: Remind pupils to proofread the sentences they write for errors in copying from the text. Check to see that all pupils are choosing words whose letters fit the boxes. It may still be necessary to demonstrate to some pupils that the boxes are a guide to the correct answer and not part of a puzzle.

Using Your Spelling Skills

Exercise 1: Discuss exercise 1 with your class. Indicate that this is an attempt to make them aware of their own problem spelling words that occur in the context of their daily writing. Each pupil should start his/her own list in a special section of the spelling notebook.

*Study of these problem words can replace the "Study Helps" for those pupils who have no difficulty with pretests on certain units.

Exercise 2: Check pupils' sentences using the words will and because to make sure they are complete. Many children use the word because in oral language only in a sentence fragment in answer to a question. For example, "Why are you late?" "Because the car broke down."

Exercise 3: This exercise requires pupils to use more than a single sentence. Ensure that pupils do not equate "story" with "sentence." Just how long such stories

should be could be the subject of discussion between you and your class. Stress quality rather than quantity at this stage. You might spend a few minutes with the group discussing what "story" the words make them think of. This will help pupils to write readily.

Encourage pupils to proofread their own writing. If a pupil has used a word that has not been in the spelling lists to date and he/she is not sure of the spelling,

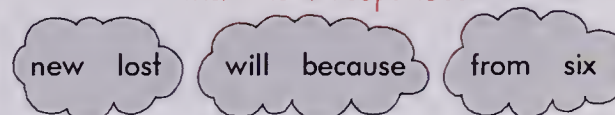
suggest that he/she check the word list at the end of the book. Discuss where else pupils might look if the word is not in the list.

Exercise 4: Be sure pupils understand the rebus technique. Have pupils read the sentences orally before writing them.

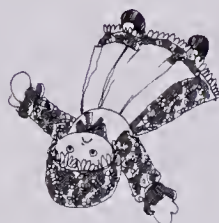
Using Your Spelling Skills

1. Start a list of words that you find hard to spell. These words can come from your own writing.

2. Use each pair of words in a single sentence. *Individual responses*



Check your own spelling and punctuation.



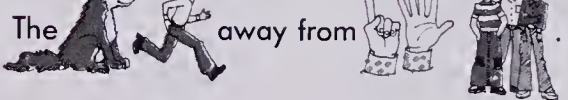
3. Write a story using these words:

lost doll because

Individual responses

4. Use the pictures to help you write all the words in each sentence.

The doll fell off the box.



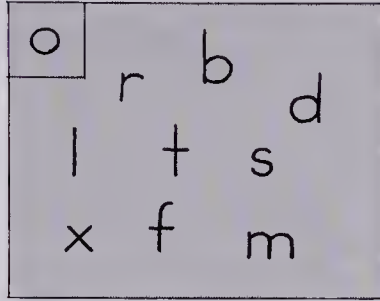
The fox ran away from six men.

5. Use the letter **o** with the other letters to make words that have the vowel sound /o/. You can use the letters more than once.



Some possible words

doll	rob
from	rod
box	toss
lot	boss
fox	Tom
dot	sob
rot	



6. Finish this story.

Our dog had six new puppies.
One day we could find only five.

What do you think happened?

Individual responses



Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.



Unit Test

Dictate the word list in a random order so that pupils will have to listen carefully for each word. Be sure to use the words new and off in context so that there will be no doubt about which word is required.

Pupils should continue to write their dictation in column form to facilitate visual perception and self-checking.

Direct pupils to examine the errors that they made in an effort to understand and eventually overcome a particular type of error.

Check to see how many pupils had difficulty with /i/ words, /o/ words, with new or with because to help you know which areas need reinforcement or reteaching in the next unit.

Exercise 5: While some pupils will be able to complete this exercise independently, others may require help. Pupils who have difficulty arranging the letters in their heads can print them on squares of paper or cards as suggested in Unit 2.

Remind all pupils to say the words they make to check that they do contain the sound /o/. This will ensure that -or words are excluded.

Exercise 6: Discuss briefly the story opening to ensure that pupils understand the situation. Pupils might suggest several possibilities for "what happened." Have each pupil write the complete story in his/her own way. Share completed stories both orally and in writing (pupils read each other's).

Unit 6

Objectives

- To review and thus reinforce the ability to spell and use in context those high-utility words listed in Units 1-5.
- To commit to long-term memory an increasing number of spelling words.








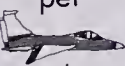








Enabling Objectives

- To review and demonstrate understanding of the sound-symbol relationships presented in Units 1-5.
- To acquire and use a spelling study technique.

6

Looking Back

I. Remember what you have learned about spelling these vowel sounds.

Sound	Spelling	Examples
/a/	a	 man  cat  can  sad
/e/	e	 bed  red  pet  jet
/i/	i	 hill  pig  six  hit
/o/	o	 dog  box  doll  mop



26

Looking Back

*In lieu of a pretest, each pupil should be required to study those problem words that have been accumulated from the first five units. It is recommended that one period be devoted to a direct study of each individual's problems. In preparation for this self-study, use the chalkboard to illustrate the study technique outlined in exercise 4, and on page 5 of the pupil book.

Exercise 1: This exercise must be done orally as a review of the sound-symbol relationships presented in the first five units. Have pupils orally give additional list words that have each sound.

/a/	/e/
man	bed
and	fell
as	help
can	red
sad	yes
had	get

2. Divide a page of your notebook into four parts.

Label each part /a/, /e/, /i/, or /o/.

The page should look like this:

/a/	/e/	/i/	/o/

Write these words in the right part of your page, matching the vowel sounds.

/i/	/o/
is	off
him	hot
did	box
big	from
will	got
six	hot
if	lost
	doll
	lot

is	fell	did	can	sad
bed	help	big	hot	had
off	box	will	yes	get
man	from	got	lost	lot
him	red	six	doll	if
hot	and	as		

3. Use the letter in the left-hand corner of each box and any of the other letters to spell as many words as you can.

Only the most obvious words are given here. Some pupils will write many more.



had hat
has mad
man sad
sat rat
ran can

sit six
him hit
his fix
fish big
bit mix

/a/ a d t
n h s c
r m

/i/ i g n m
s h t f
x b

/e/ e p d
b l g r t
w n m

/o/ o g d n
h l f s t
l x s f

pet pen
bed leg
red ten
jet wet
net met

dog not
hot lot
log fox
fog got

Exercise 2: Help pupils to divide their pages and then help them to place a few words in the right column. Have them finish the list independently.

Remind them to say each word and listen for the vowel sound.

Exercise 3: Be sure pupils understand the exercise. When pupils are finished, have lists written on the chalkboard—each pupil contributing a word. Then pupils can check their own lists with those on the board. Again, some pupils may need to use the “scrabble” technique as outlined in Units 2 and 5.

4. Look at these words. Say them.

one  two  saw 

Notice that the letters and sounds don't exactly match.

You must look very carefully at words like these.



Look at each word letter by letter from beginning to end.

Say the word to yourself.

Cover it.

Write it in your notebook.

Check to see if you were right.

If you have still misspelled a word, do all the steps over again.

Try these steps in learning to spell these words:

good	new	book	two
one	because	saw	

5. Your teacher will dictate these words to you:

one	because	as
cat	from	good
big	yes	saw
went	off	lost
book	new	him

Exercise 4: You may wish to test pupils on the words listed at the end of the exercise. Have them use the study technique only on those words they misspelled.

Exercise 5: Use this as a check on pupils' individual study.

Exercise 6: You may wish to review with some pupils the crossword puzzle technique. Some may still have to be told that each box contains only one letter and therefore, the middle letter of words numbered 1 and 2 will be the same. For these pupils it might be necessary to supply copies of the puzzle and to help them complete it.

Pupils who have extra study time may wish to develop additional word puzzles such as the one shown in exercise 6. Such puzzles could become the start of a Spelling Centre which could be established in part of the classroom and gradually developed during the school year.

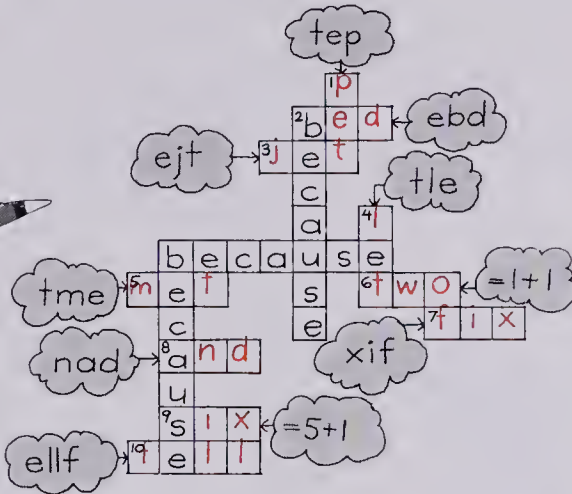
Check your own spelling.
Check each word carefully letter by letter.
If you have misspelled a word, study it again.

6. These words will fit into the puzzle.

Can you find the right places?

pet bed let jet two
met fix fell and six

6



Unscramble the letters to find the ones that fit.

Write the numbers 1 to 10 in your notebook.

Write the correct word beside each number.

Review Test

No review test has been provided. Instead, provision should be made for each pupil to be tested on his/her own problem word list. Such tests could be administered by having the pupils paired and then having them dictate the words to one another.

However, you may also wish to devise your own review test. If scores from such a test are to be recorded, a special graph or chart should be devised for this purpose.

Special Unit: It's Hallowe'en

Objectives

To provide variety and develop interest in learning to spell words that relate to special days.

It's Hallowe'en

I can hardly wait
For that spooky date
When I can go out
And holler and shout
"Hallowe'en Apples! Trick or Treat!
Please give me something good to eat."

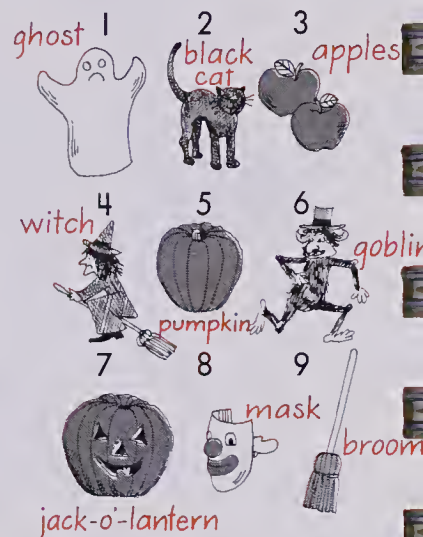
1. Write what you say on Hallowe'en night when you go from door to door.

Individual responses

2. Match the words and pictures. Write the number of the picture, find the correct word in the list, and write the word beside the number.



black cat
pumpkin
ghost
mask
jack-o'-lantern
goblin
apples
witch
broom



30

Teaching Suggestions

This unit should be set aside and done just a few days before Hallowe'en.

The major emphasis should be upon involving all pupils in some pleasant experiences with Hallowe'en words. There is no need to conduct any formal tests in the process of completing the unit. The emphasis upon correct spelling can be restricted to self-correction of the unit exercises.

Do the introductory verse orally with your class, letting different individuals read the part in quotation marks. Although most of the exercises can be done independently, class time should be devoted to orally marking and discussing each of the questions.

3. Find the secret message!

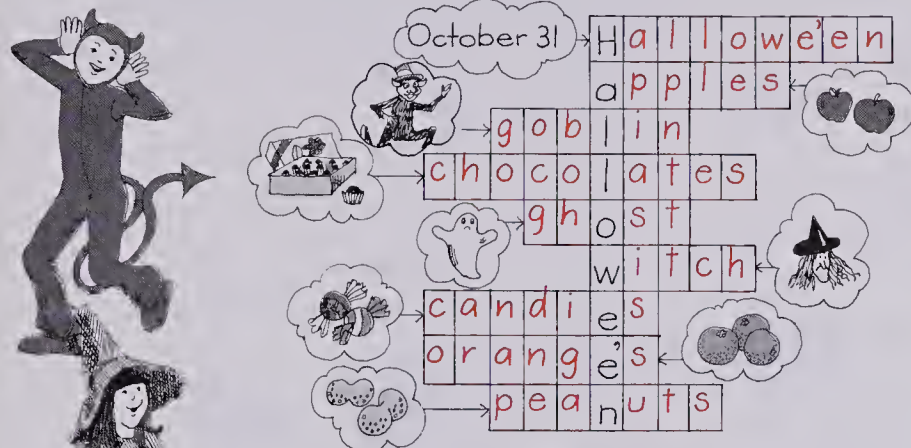
Write the first letter in each of these words:

bad elephants catch all rabbits
every Friday under ladders

What is the message? *Be careful!*

Write a secret message to give to a friend.

4. In your book write the words that finish this puzzle.



5. Write a story about this picture.



31

Exercise 4: Some pupils will find this exercise much more interesting and meaningful if they have a copy of the crossword puzzle to fill in before they write the words in their book.

Be sure that pupils have an opportunity to share the Halloween stories that were written in response to exercise 5.

Unit 7

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify /u/ as in fun.
- To write the letter u which spells /u/ in words like fun.
- To hear and identify /är/ as in cart.
- To write the letters ar which spell /är/ in words like cart.

Pretest

Dictation

Remember to say the underlined word first, then read the sentence, and then repeat the word. Since all of these words follow regular spelling patterns, direct pupils to listen very carefully to your pronunciation during the dictation.

It was fun to go camping.
I climbed up the hill.
Will you come with us?
We had a picnic in the park.
How fast can you run?
How high can you jump?
I like living on a farm.
He took his gun and went hunting.
The sun is shining today.
We are ready to start the race.

Following the dictation, suggest that pupils pronounce each word to themselves as they proofread their list of words.

Add the remaining five words to the chalkboard list. Supervise and assist pupils in their self-correction.

7

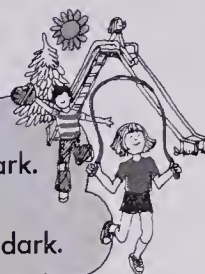
fun
up
us
park
run
jump
farm
gun
sun
start



Study Helps

1. Read these lines.

Up and down, up and down,
Fun on the big slide in the park.
Run and jump in the sun,
But we must stop before it's dark.



Say each underlined word. Listen for the vowel sound.

Notice that the letter **u** spells the vowel sound /u/.

2. Say the picture words. Listen for the vowel sound /u/ in the words. Write the words.



jump



hut



nut

What vowel sound did you hear? /u/
What vowel letter did you write? u

3. Write the words from your list that start with the vowel sound /u/. up us

4. Write the list words that rhyme with bun.

fun run gun sun

5. Say the picture words. Listen for the sound at the end of each word.



car



jar



bar

The sound at the end of car and jar is /är/.

Notice that the letters **ar** spell this sound.

Write the list words with the sound /är/.

park farm start

6. Copy these words and fill in the missing letters:



hump



cart

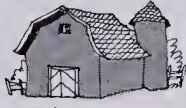


pup

7. Say the picture words. Write the words that have the same vowel sound as in farm.



march




barn




bear

Remember



When we say the vowel sound /u/ as in nut , we usually spell it with the letter **u**.

When we say the sound /är/ as in car , we usually spell it with the letters **ar**.

33

Conduct these activities orally with pupils who require them. Special attention should be devoted to /är/, since this is the first two-letter combination pupils have been introduced to in these units. Furthermore, careful auditory perception is required for pupils to distinguish between /är/ as in car and /er/ as in her.

Exercise 5: Draw pupils' attention to the two dots over the a in /är/. The actual pronunciation of /är/ as in car may vary from district to district in the extent to which the *r* is sounded. It is, therefore, necessary for you to equate the sound (as spoken by the pupils) of ar in car with /är/ rather than attempting to "correct" a local standard pronunciation.

You may find it necessary to help some pupils to identify the word pictures in exercises 2, 5, 6, and 7.

At the conclusion of "Study Helps" review with the pupils what they have learned about the pronunciation and spelling of /u/ and /är/.

Study Helps

*Beginning with this unit, you may want to start individualizing the spelling activities. Pupils who have had no errors on the pretest likely do not have to complete any of the exercises in "Study Helps." They could proceed directly to the activities in "Using Your Spelling Skills" and then use extra spelling-period time for enrichment spelling activities such as adding to their personal spelling lists, studying these words, writing stories and poems, proofreading a partner's writing, and so on.

For pupils who had errors on the pretest, you might examine the pattern of errors and assign them only those exercises in "Study Helps" that provide practice for that particular spelling pattern. This type of individualization does take some extra time, but it pays dividends in pupil interest and motivation and in varying the activities of spelling periods.



Using Your Spelling Skills

- Find words from your arithmetic that have the vowel sound /u/.
Here are two examples:
(5 - 3) You subtract 3 from 5.
(50 + 50) The sum is one hundred.

- Bobbie's mother sent him to the store. She gave him a shopping list in picture code.



peanuts
butter
jam
milk
cake
oranges
pop
buns

Write Bobbie's shopping list in words.

- Unscramble the words in the sentences.
Write the complete sentence.

When the ^{sun}(nus) shines, we ^{run}(rnu) and
(pjmu) in the (rapk).

^{jump} ^{park} ^{us}
Mom and Dad take (su) to the (^{farm}mfar) to
see the cows and pigs.

- Write sentences using the pairs of words
in the boxes. *Individual responses*

up start

gun jump

Using Your Spelling Skills

Exercise 1: How much can be done to extend pupils' use of /u/ and /är/ words will depend, in part, on what is being studied in other subject areas at the time this unit is taken. It may be that a social studies unit has suitable words to be added either to personal lists or to a class chart featuring /u/ and /är/ words.

Explain to pupils that each little line stands for a letter that is needed to complete the word.

Exercise 2: Be sure pupils can identify each picture word. Tell them to say each word carefully to themselves and then to try spelling it, even if they are not sure of the spelling. Check the list with pupils in the same way you do the pretest checking.

Exercise 3: Encourage pupils to use the contextual clues in each sentence to unscramble the words rather than having them unscramble the word in isolation.

5. Read the verse to yourself.



Up and down, up and down,
Fun on the big slide in the park.
Run and jump in the sun,
But we must stop before it's dark.

Read the first line.

Now write the first line. (Say each word as you write it.)

Check your spelling.

Read the second line. Write the second line.

Check your spelling.

Now do the rest in the same way.

6. Fill in the spaces to make words that rhyme with the picture word.



Unit Test

Your teacher will dictate all the list words in this unit. If you misspell any of them, write them in your special list. Study them when you have time.

35

Unit Test

Exercise 5: The purpose of this exercise is to help pupils copy accurately (many school exercises require this activity), and remember a sequence of words, and to give them practice in spelling and proofreading. Explain the procedure to pupils and then have the exercise done independently.

Exercise 6: If any pupils fail to find any words, help them. First establish what the final consonant must be, then, if necessary, work systematically through the alphabet with them until they discover the appropriate words. Spelling, not problem solving, is the primary objective so that help with puzzles should always be given to those who find the puzzles difficult. The puzzles are included to provide variety and motivation, but should not become a source of frustration.

Have pupils compare their unit test scores with pretest scores in terms of the number of words spelled correctly and the kinds of errors made. Note particularly whether /u/ or /är/ is causing spelling problems. If either is, provide some extra help for particular pupils.

Unit 8

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify /u/ as in bus.
- To write the letter u which spells /u/ in words like bus.
- To review and extend skills in hearing, identifying, and spelling these sounds:
/u/ /a/ /i/ and /e/.

Pretest

Dictation

I am in grade two.
The storm came upon us very quickly.
I ran as fast as I could.
She drove her bike but I walked.
My cat gets mad when I tickle his ears.
This just isn't good enough.
I come to school by bus.
Did you hear about the pig that went to market?
It's too bad that you can't come with us.
I have a birthday next week.

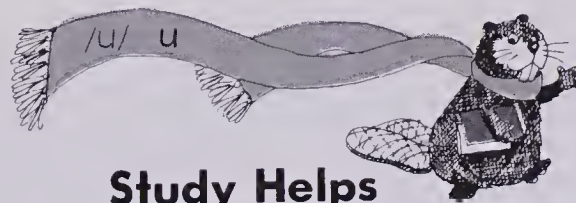
8

am
upon
fast
but
mad
just
bus
pig
bad
next

Pretest

If you misspelled a word, look at it carefully. Where was it wrong? List the words that were hard for you.

36



Study Helps

1. Read these lines. Listen for the vowel sounds in the underlined words.

The next bus came along at last,
And Little Pig jumped upon it fast.
But, alas! He could not sit —
He was just too big to fit!

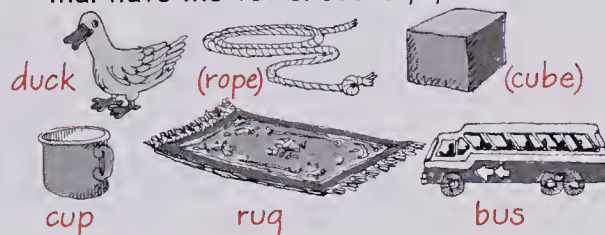


Say the underlined words.

What vowel sound do you hear in each underlined word?

What letter do you use to spell each vowel sound?

2. Say the picture words. Write the words that have the vowel sound /u/.



Study Helps

Exercise 1: Read the verse. Have pupils read it with you. Listen as pupils say the underlined words. Be sure they can identify the underlined words.

Exercise 2: Be sure pupils can identify all the pictures.

Exercises 2-4: Encourage pupils to say the words softly to themselves to help them identify and discriminate the vowel sounds, and to ensure that they are practising listening for the sequence of all the sounds in the word, and therefore, writing letters in the correct order.

3. Write the list words that have the vowel sound /u/ in the middle.

but just bus

4. Write the list word that has the vowel sound /u/ at the beginning. *upon*

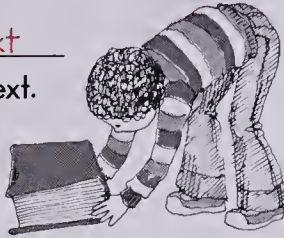
5. Write the list word that rhymes with text.

Text means book.

Finish this rhyme:

What I pick up next

Will be a big, big text.



6. Write the list word that starts the same as bus but has a different ending. *but*

When you find a word that is hard to spell:

Remember



Look at the word.

Say the word.

Cover the word.

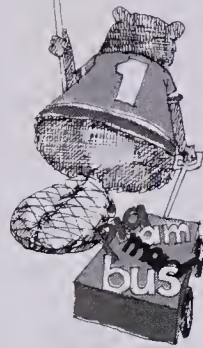
Write the word.

Check the spelling.

Exercise 5: With many pupils you may want to do this exercise orally.

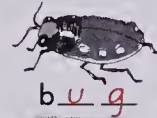
Exercise 6: You may need to review “beginning” and “ending” concepts with some pupils. This can be done by examining the word list to find beginning sounds and beginning letters. Then follow the same procedure for word endings.

Be a
word
collector.



Using Your Spelling Skills

1. Find plant and animal words that have the vowel sound /u/ as in bus. A few have been started for you under the pictures. Write them in your book.



bug



cub



chipmunk



trunk



skunk



nut

Add more plant and animal words to your list.

2. Complete the lines with words that rhyme. One of the words is a list word.

In the race I came last,
Because Johnny Beaver ran so fast.

In the book the little white pig
Ran down the road jiggety jig.

Finish this rhyme with a line of your own.

The show was so bad
We were all very sad.
(or other individual responses)

38

Using Your Spelling Skills

Exercise 1: While the suggestion here is to compile a list of plant or animal words, it may be more reasonable for your class to compile other subject or general-interest words; for example, you may have just been on a field trip. This will present a fine opportunity to select words related to that area of interest.

Exercise 2: Help pupils complete the first two-line verse. Then have them try the next three independently. Have them write the complete lines in their notebooks. Encourage them to proofread their writing. Have pupils share their verses with the rest of the group.

Exercise 3: For some pupils you may wish to provide a copy of the puzzle. Remind pupils that some words go across, others down and that not all words begin at the beginning of a line or column. Find three or four words in a group situation before asking pupils to work independently.

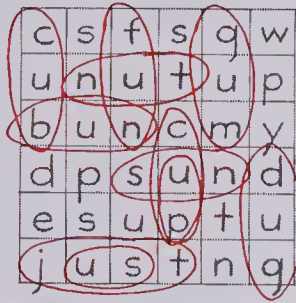
After the pupils have completed their lists, have a group list compiled on the board.

3. Copy this puzzle in your book.

Find all the words with the vowel sound /u/ as in bus. Draw a ring around each word. Then write each word in your book.

Across

nut
bun
sun
just
us



Down

cub
fun
cup
gum
dug
up



4. Unscramble the underlined words. Then write each sentence correctly. All the words are from your list.



He went for a saft ride in the sub. *fast bus*

He stood extn to his friend. *next*

Susan came usjt in time. *just*

Check your spelling and punctuation.



Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

39

Unit Test

Exercise 4: Again, encourage pupils to identify the scrambled words through context, if necessary by asking leading questions. Then have them check that the letters of the word match the letters of the scramble.

Since this unit involves the application of learnings about several vowel sounds, be sure that pupils examine their errors to see which of these vowel sounds may still be causing spelling problems. This information could form the basis for doing some special work with certain individuals or small groups.

Unit 9

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the following vowel sounds:
/ō/ as in no
/ē/ as in me
- To write the letter o to spell /ō/ in such words as no and go.
- To write the letter e to spell /ē/ in such words as he and me.

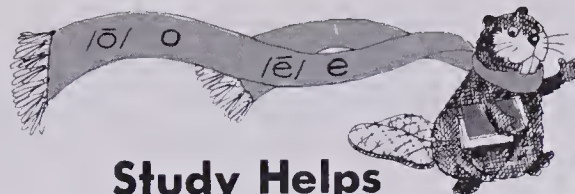
Pretest

Dictation

I would like to come with you.
May we come too?
What about me?
Let's all go to the store.
We will have so much fun.
Would you like to be the leader?
There is no one in that room.
The snow has made our lawn all white.
Did you know that blue was my favorite color?
Where did he come from?

Pay particular attention to the kinds of errors that pupils make, since this is the first unit to introduce long vowel sounds.

9

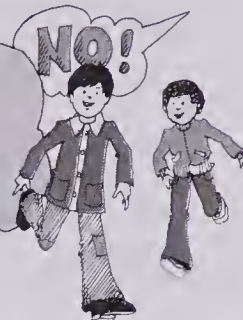


I
we
me
go
so
be
no
white
blue
he

Study Helps

1. Read these lines:

He ran to me
So we can be
The first to go
Before we hear "No!"



Say the underlined words. Listen for the vowel sound.

Notice that the letter o spells the vowel sound /ō/ in words like no, so, and go.

Pretest

If you
misspelled a
word, look at it
carefully. Where
was it wrong?
List the words
that were hard
for you.

Write the list words that have the vowel sound /ō/. go so no

2. Find the words in the verse that have the vowel sound /ē/ as in be. he me we
Notice that the letter e spells the vowel sound /ē/ in words like me, he, we.
Write all the list words that have the vowel sound /ē/. we me be he

40

Study Helps

Assign exercises to individual pupils according to their needs.

Exercise 1: Read the verse and briefly discuss its meaning. (For example, ask: Where might the boys be going? Who might say "No"?) Because this is the first lesson with long vowel sounds, spend some time, chorally, on the verse. Emphasize the relationship between /ō/ and the letter o and /ē/ and the letter e.

You might also draw from pupils the observation that the letters o and e represent the long vowel sounds when the sounds come at the end of a word (compare on and no, them and me). Make sure that pupils all note the bar (macron) over the letters o and e. Refer to the dots on a in /är/. Suggest that they watch for other similar marks in future units.

3. Write list words that rhyme with these words: ho me kite.

go so no / we be he / white

4. Read these words. Write the words that have the vowel sound /ō/.

now no fog go gone for Jo
no go Jo

5. Read these words. Write the words that have the vowel sound /ē/.

fell be bet me *be*
help we sell set *me we*

How are the words with the vowel sound /ē/ different from the other words?
*The vowel sound /ē/ is at the end of the word.
The letter e is the last letter.*

6. You may need to look at blue and white more carefully than some of the other words. If these words are in your study list:

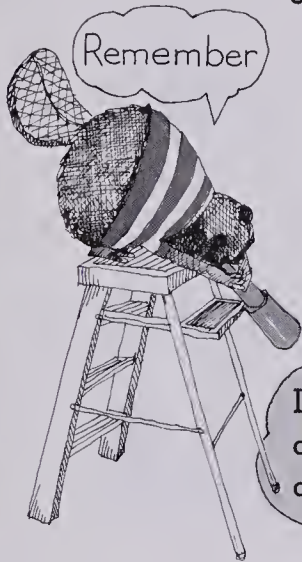
Look at the word.

Say the word.

Cover the word.

Write the word.

Check the spelling.



In some words the vowel sounds /ē/ and /ō/ are spelled with the letters **e** as in he, or **o** as in go.

Exercises 3-5: Remind pupils to say the words and to listen to the vowel sound. In exercises 4 and 5 check to see that pupils have correctly identified the vowel sounds /ō/ and /ē/.

Exercise 6: Since blue and white do not fit the pattern of spelling in the other list words, emphasize the five-step approach with pupils who have trouble with these words.



Using Your Spelling Skills

1. Copy these sentences and fill in the missing words.

Our flag is red and white.

The sky is blue.

She and I went for a walk.

Check your spelling with the list.

/ē/	/ō/
we	so
be	no
he	go
me	

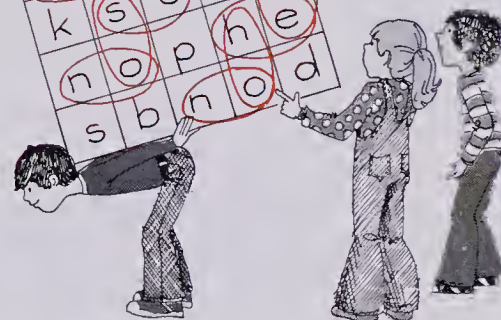
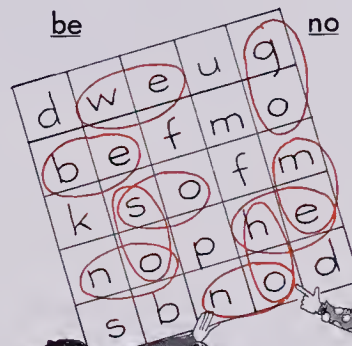
2. Find all the /ē/ and /ō/ words in this puzzle. Write them in your book in two columns under the right heading like this:

/ē/

be

/ō/

no



Using Your Spelling Skills

Exercise 1: Remind pupils that the missing words are list words, and that they should check their spelling and writing with their book.

Exercise 2: Be sure pupils understand "columns" and what they are to do.

Exercise 3: Dictation exercises should not be viewed as tests. Before you begin the exercise, reassure pupils that the exercise is to give practice in listening to, and spelling, words in sentences.

The best way to convince pupils that this is not a "test" is to have each pupil check his/her own work with the book. Glance quickly at each pupil's work to ensure that each has spotted all errors.

Exercise 4: By this time all the pupils should be familiar with boxes. If there are any who are still unsure, give them extra work either by having them draw boxes around given words or by having them fit given words into given boxes.



3. Your teacher will dictate these sentences to you.

We had to go to the park.

Let us help her.

I saw my pet in his bed.

Check your spelling.

4. Write the new words that fit into these boxes:

white blue I

Now cover the words and write them again.

Check carefully to see if the words are spelled in the right way.



5. Write the verse. Fill in the missing list words.

He ran to me

So we can be

The first to go

Before we hear " No !"

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

43

Unit Test

Exercise 5: You may wish to complete this exercise as a group activity. Do not identify the lines here as the verse at the beginning of the unit.

Ask pupils to read the incomplete lines, and then look at the list words to see which ones could be used to complete the rhymes. Pupils will now recognize this as the unit verse. Have them check their writing with the book.

Compare results of the pretest with those of the unit test. Pay particular attention to the spelling of the long vowel sounds that were introduced and studied.

Unit 10

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ā/ as in cake.
- To write a—e when writing the /ā/ in words like cake and name.

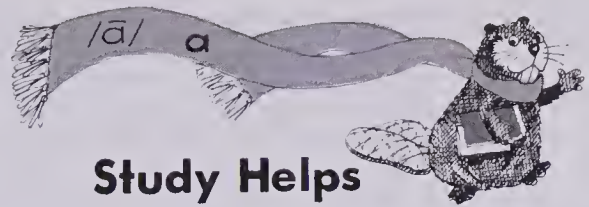
Pretest

Dictation

Let's walk home tonight.
Do you know that girl's name?
Would you help me with this work?
I'm sorry I came so late.
Who has my book?
You may take the ones that are left.
Let's make a kite.
I already have a kite.
My birthday cake had seven candles.
I made three runs for our team.

At this point it should be helpful to discuss with pupils, both in groups and individually, the nature of their spelling problems. For example, it may be clear from the misspellings in the pupil's chart that the pupil frequently mispronounces words. You may also need to check on pupils who frequently misspell words because of poorly formed letters. You should emphasize the fact that clear writing is part of good spelling.

10



walk
name
work
came
has
take
make
have
cake
made

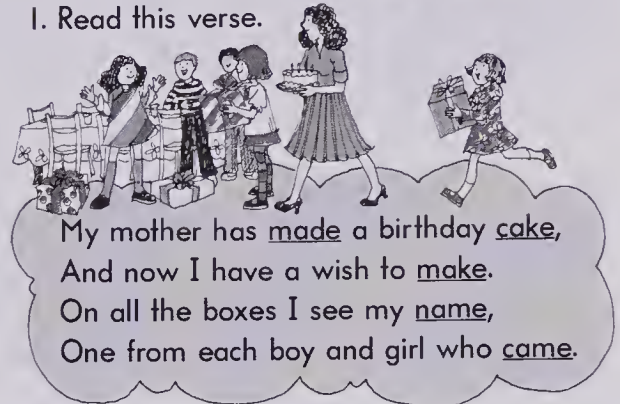
Pretest

If you misspelled a word, look at it carefully. Where was it wrong? List the words that were hard for you.

44

Study Helps

1. Read this verse.



My mother has made a birthday cake,
And now I have a wish to make.
On all the boxes I see my name,
One from each boy and girl who came.

Write all the words that have the vowel sound /ā/ as in cake. name came take
Notice that these words with the vowel sound /ā/ are spelled with the letter a and the letter e at the end. Does the letter e stand for a sound in these words? No make made

2. Say the picture words. Listen for the /ā/ in each word: rake lake snake



Write three list words that rhyme with these words. take make cake

Study Helps

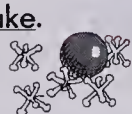
You might wish to do exercises 1 and 4 with all the pupils. Then assign other exercises as needed by individual pupils.

Exercise 1: Say the verse with pupils and have them identify the words with the vowel sound /ā/. Then have pupils write the /ā/ words and discuss the a—e spelling pattern. You might mention that this is one way in which /ā/ is spelled, but that this sound also

has other spellings. Ask pupils to find a word in the verse in which /ā/ is spelled differently (birthday).

Exercise 2: Remind pupils that in this exercise rhyming words sound alike and are spelled alike.

3. Write three list words that have the vowel sound /ā/, but do not rhyme with cake.
4. Write two list words that have the vowel sound /a/ as in hat.
Which word is spelled with an **e** at the end, but does not have the vowel sound /ā/?
Some words are not spelled the way they sound. You must study these words carefully.
5. Write the list word that rhymes with talk.
walk
6. Write the five list words that mean "to do something." One of them is work.
walk take make made
7. Write the words that do not have /ā/ as in cake.



game

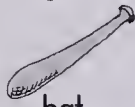


hat



cake

*hat
bat
man
can*



bat



man



can



The vowel sound /ā/ is often spelled with the letters **a — e** as in cake and name.

45

Exercise 4: Be sure pupils note the pronunciation and spelling of have. Tell them that this is a word that needs special study.

Draw pupils' attention to the two symbols /a/ and /ā/ and make sure they both see and hear the difference.

Exercise 6: Be sure pupils understand the meaning of the phrase *words that mean "to do something."* Discuss the words that apply and have pupils use them in sentences to clarify meaning.

Remember:

Make sure pupils realize that the line in **a — e** stands for a consonant.



Using Your Spelling Skills

1. Find a grocery store ad in your newspaper. Find words with /ā/ and words with /a/. Write the words in your notebook. Make two lists.

2. Use list words to complete these sentences:

Dad made a cake for Mom to take to work.

My name is Gary. What is your name?

She has a dog for a pet. I have a cat.

3. Use the vowel sound in each picture word to fill in the missing letters.

Then write each word in your book.



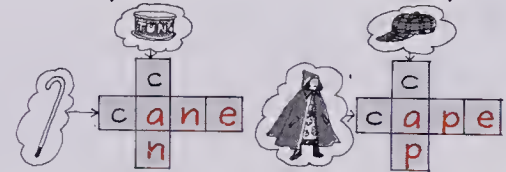
(hat) c a t c a n



c a ne d a te
h a m m a t K a te g a me

4. Draw the puzzles in your book.

Use the picture clues to finish the puzzles.



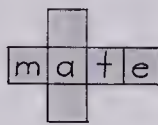
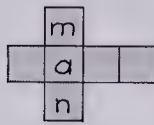
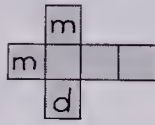
Using Your Spelling Skills

Exercise 1: You may wish to substitute or add another source for additional /ā/ (a—e) words; a special project, a special day or a field trip could be the source for extra words to be added to pupils' special lists. Make a class chart to be posted in the Spelling Centre as a source of words with this spelling pattern.

Exercise 3: Be sure pupils understand that they are to say the picture word, think of the vowel sound in that word and what letter represents it, and then use that letter to complete the words. Check pupils' work by having pupils read and spell the words they wrote.

Exercise 4: Make sure that pupils correctly identify the pictures. Some pupils might like to make up similar puzzles that could be used to give others further practice or put in the spelling corner to be completed by pupils with spare time and interest.

Now finish these puzzles in the same way.



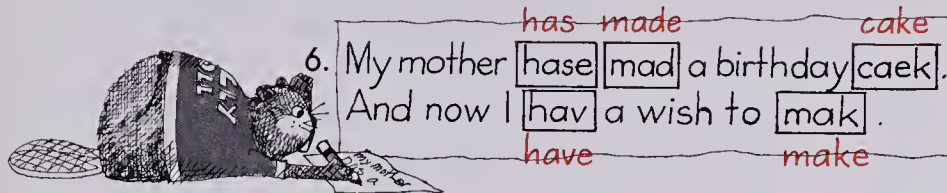
5. Some words are not spelled exactly the way they sound. Can you spell these words?

work walk have

Cover them and write them.

If they are hard for you, use the steps:

LOOK SAY COVER WRITE CHECK



6. My mother hase mad a birthday caek.
And now I hav a wish to mak.

Jelly-Roll has been trying to write our verse, but is having trouble with some words.

Help Jelly-Roll.

Write the verse in your book. Be sure to spell the words in the boxes in the right way.

Unit Test

On your test try to spell all the words correctly. If you misspell a word, write it in your special list.

47

Exercise 5: You may want to direct the study of these words.

Exercise 6: Review the Introduction, page 24, for the purpose of proofreading exercises. Because this is the first exercise of this kind in the book, explain the purpose to pupils and work on this exer-

cise with all pupils. In this first exercise, the misspelled words are identified. Have pupils explain the spelling error and give the correct spelling. After they have written the lines, have them check their spelling with the verse on page 44.

Unit Test

Have pupils compare their performance on this test with that on the pretest. Check for pupils who have misspelled the same word(s) on both tests. Spend extra time with these pupils to determine the cause. Check their pronunciation of the words and help them to use the five study steps.

Unit 11

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

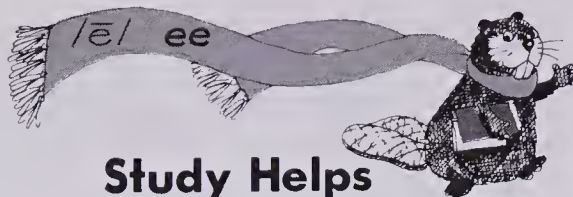
- To hear and identify the vowel sound /ē/ as in bee.
- To write ee when writing /ē/ in words like see and tree.

Pretest

Dictation

I can see the lake from here.
Who gave you that ball?
I have three dollars.
The leaves have fallen off our tree.
Our grass is green already.
I got up at seven o'clock.
Who ate my apple?
This is my picture when I was a baby.
That was a very funny story.
I got stung by a bumble bee.

Help pupils to analyse their errors and fill in the record form.



see
gave
three
tree
green
seven
ate
baby
funny
bee

Study Helps

1. Read the verse.

I look up in a tree
To see if I can see
A busy little bee
Or maybe even three.



Say the underlined words. Listen for the vowel sound.

Notice that the letters **ee** spell the vowel sound /ē/.

Write the picture words that have the same vowel sound.



Pretest

If you misspelled a word, look at it carefully. Where was it wrong?
List the words that were hard for you.

2. Say these words to yourself:

free	be	pet	chimpanzee
me	green	three	we
best	wee	bee	

48

Study Helps

Exercise 1: Begin by reviewing the previously learned pattern for spelling /ē/ as in me. Tell pupils that, in this unit, they will study another spelling pattern for /ē/ as in see and bee. Say the four-line verse chorally with pupils. Discuss the spelling of /ē/.

Have pupils identify the picture words and then write the ones with /ē/.

Assign other exercises as needed.

Exercise 2: Read the directions with the pupils and be sure they understand that they are to look for similarities and differences in spelling. Check pupil responses in a group situation.

tree me be green wee three

Write the words that have the vowel sound /ē/. *bee chimpanzee we*

Look carefully at the words that you have written. In what way are they the same?

In what way are they different?

They all have the vowel sound /ē/.

In some words /ē/ is spelled e, and in some /ē/ is spelled ee.

3. Three list words have the vowel sound /ā/.
Write these words. *gave ate baby*

How do you spell the vowel sound in these words? *a — e a*

4. Write the two list words that you would find in your arithmetic book. *three seven*

5. Look at these words: funny baby.

If these words are hard for you, use the steps

LOOK SAY COVER WRITE CHECK to help you.

Remember

In some words the vowel sound /ē/ is spelled with the letters **ee**.

Exercise 3: Pupils will see that gave and ate follow the a — e pattern of spelling but not baby. Help pupils to hear the two parts in ba—by and notice the spelling of /ā/ and /ē/.

Exercise 5: Some pupils may notice that baby and funny also have the vowel sound /ē/ and that, in these words, /ē/ is spelled with the letter y.



Using Your Spelling Skills

1. Copy these sentences and fill in the missing words from the list:

The tree has green leaves. (or three or seven
Three and seven are numbers. or funny)

We laughed at the funny joke.

The mother chimp hugged her baby.

2. Write sentences using the pairs of words in the boxes. *Individual responses*

baby	funny
chimpanzee	leaves
gave	seven

3. Find all the words in the puzzle that have the vowel sound /ē/. Write these words in your book.

Down
three
tee

	t	r	e	e	
a	h	e		m	t
g	r	e	e	n	e
w	e		s	h	e
b	e	e	p	k	j
o		d	f	e	e

Across
tree
he
green
we
she
beep
fee
bee
be

Using Your Spelling Skills

Exercises 1 and 2: Remind pupils to proofread their writing for spelling, capital letters, and punctuation. In a checking period, have some pupils read the sentences they wrote for exercise 2. At this time, you can casually check each child's writing to see if all the spelling is correct.

Exercise 2: If some pupils are slow in writing their sentences, discuss the various possibilities with them, write helpful words on the chalkboard and, if absolutely necessary, write co-operatively and then have pupils copy the sentences into their books.

Exercise 3: Remind pupils to look across the lines and down the lines for words and to remember that the same letter(s) can be used in more than one word.

4. Write the list words that fit into these boxes:

three baby tree green seven gave

5. Read the verse again.



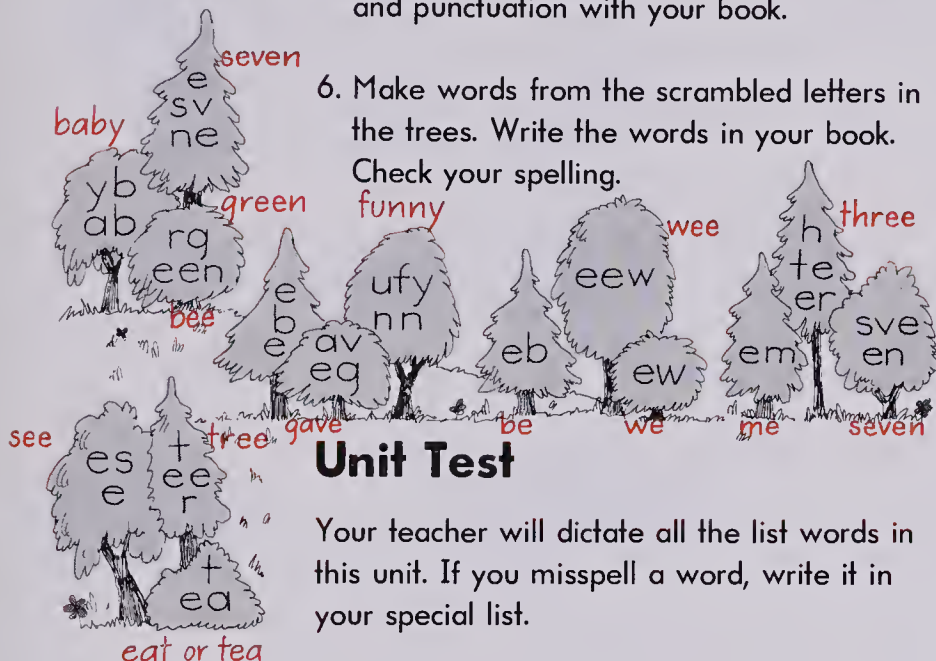
I look up in a tree
To see if I can see
A busy little bee
Or maybe even three.

Now, ask a friend to say the verse line by line as you write it.

When you are finished, check the spelling and punctuation with your book.

6. Make words from the scrambled letters in the trees. Write the words in your book.

Check your spelling.



Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

51

Unit Test

Exercise 4: Remind pupils that the boxes indicate the number of letters in a word and their shapes.

Remember to dictate the words in a different order from the pretest. Check pupil self-correction.

Exercise 5: This is a variation of the dictation technique. Remind pupils who read the verse to read a whole line, *not* a word at a time.

Exercise 6: Tell pupils they may have to write the letters in different orders until they get a word they recognize.

Unit 12

Objectives

- To review and reinforce ability to spell and use in context those high-utility words listed in Units 7-11.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objective

To review and demonstrate understanding of the following sound-symbol relationships:

- /u/ spelled u as in fun
- /är/ spelled ar as in car
- /ō/ spelled o as in no
- /ē/ spelled e as in me
- /ā/ spelled a—e as in cake
- /ē/ spelled ee as in bee

12

Looking Back

I. Remember what you have learned about spelling vowel sounds.

Copy the words under the pictures and fill in the vowel spaces.



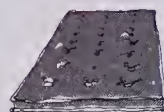
dag



bed



gun



mat



sun



pig



cap



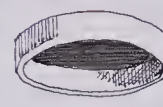
ten



jug



map



lid



bug

Now finish these words:



farm



shark



park

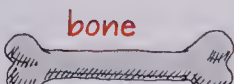
Looking Back

This is a review unit; thus no pretest is suggested. Pupils should spend time in this unit reviewing and restudying the words in their problem lists. You may wish to have individual pretests by having pairs of pupils dictate each other's problem list so that they can determine the words and spelling generalizations with which they are still having difficulty and thus should concentrate on in this review unit.

You may need to individualize the activities in this unit by assigning only certain activities for some pupils.

You will want to conduct the exercises orally for a special group of pupils who seem to need extra practice, having pupils write and check responses under your direct supervision.

2. In three columns write all the words that have the vowel sounds:

/ō/ as in  bone go no so

/ē/ as in  bee we green me three he tree baby see bee

/ā/ as in  cake make made name gave baby take ate



we	made	three	so	take
sad	no	tap	seven	next
make	me	name	gave	fast
go	pet	he	baby	get
on	help	tree	see	bee
green	ran	had	mad	ate

3. Make five columns on a page of your notebook like this:

/ā/	/ē/	/ō/
name	we	go
came	me	so
take	be	no
make	he	
cake	see	
made	three	
gave	tree	
ate	green	
baby	baby	
	funny	
	bee	

/ā/	/ē/	/ō/	/är/	/u/

/är/	/u/
park	fun
farm	up
start	us
	run
	jump
	gun
	sun
	upon
	but
	just
	bus

Copy words from Units 7-11 that fit into the right spaces.

Exercise 1: This is a good review of some of the sound-symbol relationships studied thus far. You might have all pupils complete this page and check it yourself to confirm areas of competence and/or difficulty for each pupil.

Exercises 2 and 3: Check pupils' understanding of the directions, and in particular of the word "column."

Remind pupils to say each picture word and to listen to the vowel sound, then complete the word. Make sure that they realize that each line represents a missing letter.

4. Here is a list of words that may be hard to spell:

white	walk	baby	upon
blue	work	next	start

Your teacher will dictate them. If you have any wrong spellings, use the steps
LOOK SAY COVER WRITE CHECK
to review the words.

5. Jelly-Roll wrote this story.



In summer we go to the park.
My mother takes caeke, apples,
and drinks. cakes
We start after we get up.
We hav fun. have
We se baby chipmunks, bears,
and the funny monkeys. i like
summer becuase we hav fun. because have

Copy Jelly-Roll's story. Be sure to spell the underlined words correctly.

54

Exercise 4: This is a special check on some words that may have caused difficulty. Guide pupils in using the study steps with any words in which they had errors.

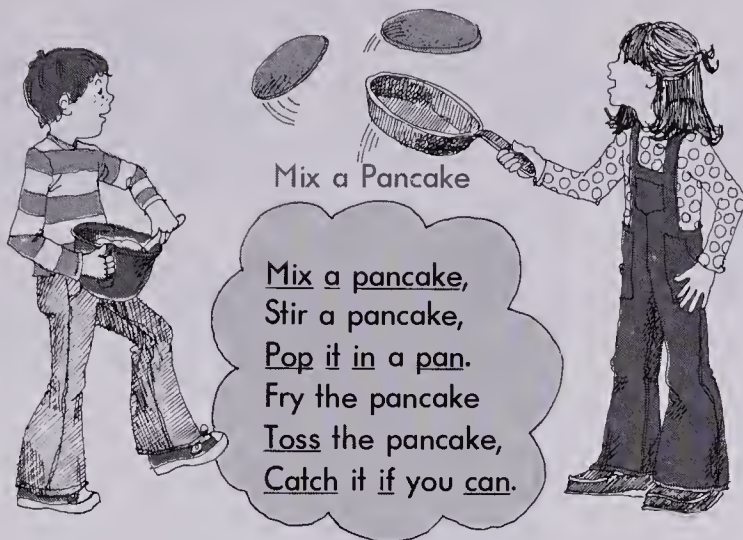
Exercise 5: You will want to have all pupils complete this proof-reading exercise.

*Remember that giving pupils this kind of directed help in spotting spelling errors will help them to proofread and note errors in their own writing.

Some pupils will be able to complete this exercise independently. These pupils will be able to copy the story directly into their notebooks, correcting each misspelled word as they proceed.

For other pupils, you will want to work through at least the first part with them. Have them read the first sentence, look at the underlined word, identify it, and give the correct spelling. Have the correct spelling written on the board. Proceed in this way for as many sentences as you think pupils require. Then have them copy the story with the correct spellings. Check each pupil's work to ensure that all words are spelled correctly.

6. Now read this poem:



Divide a page of your notebook into four columns and head them like this:

/i/	/a/	/o/	/ā/	/i/	/a/	/o/	/ā/
				Mix	a	Pop	cake
				it	pan	Toss	
				in	catch		
				if	can		

Write the underlined words in the right columns. (Pancake has two vowel sounds. Put part of the word in one column and part in another column.)

55

Review Test

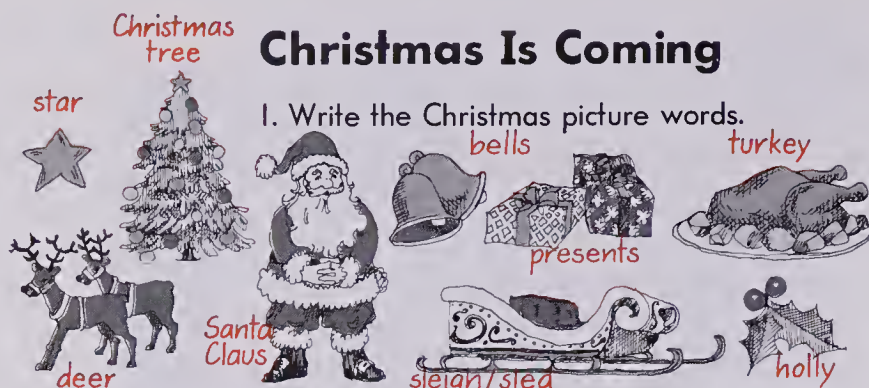
Exercise 6: Have two or three pupils read the poem orally for fun. Then have the exercise completed.

You may wish to select certain words from the previous five units as a test for all pupils. If you did this in Unit 6, and had pupils record their results, continue this procedure with Unit 12.

Special Unit: Christmas Is Coming

Objective

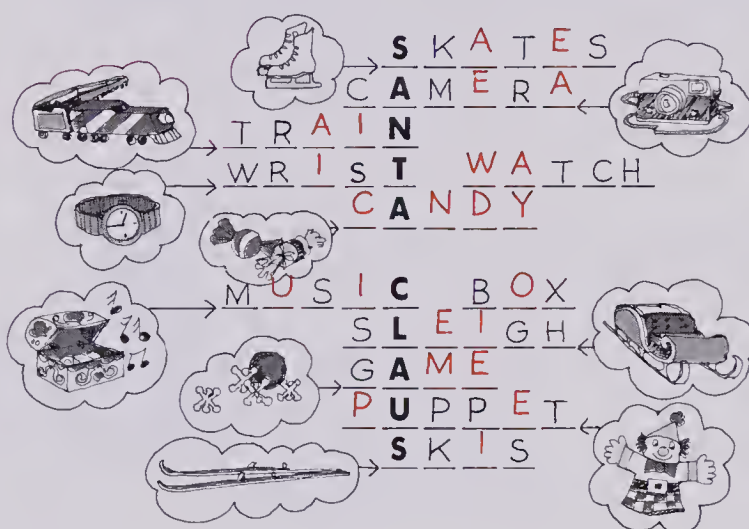
To develop an awareness that special holidays usually have their own special words and to develop interest in learning to spell such words.



1. Write the Christmas picture words.

Check your own spelling by looking at the word list on the next page.

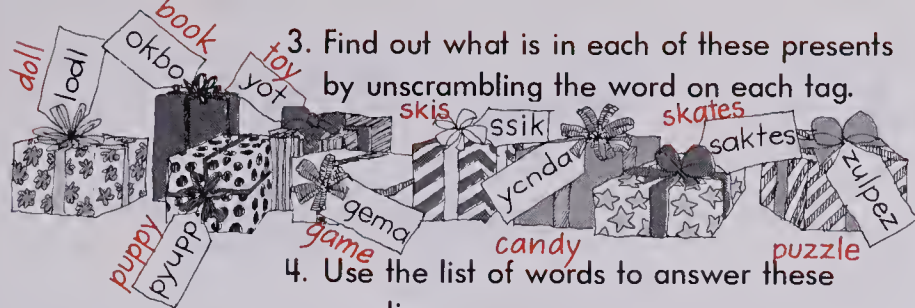
2. Use the picture clues to find out what things Santa Claus is making in his toy shop. Write the answers in your book.



56

Teaching Suggestions

This unit should be completed with other Christmas activities, of course. No formal pre- or post-testing is required. The focus should be upon word usage through an involvement in the exercises and activities provided. However, the exercises should be self-corrected as you discuss each question orally.



3. Find out what is in each of these presents by unscrambling the word on each tag.

4. Use the list of words to answer these questions:

Christmas
Santa Claus

sleigh
reindeer

ei

tree
turkey
holly

bells
presents

star

(a) Write the words that need to be spelled with capital letters.

(b) Write the two words that have the vowel sound /ā/.

What letters spell the vowel sound?

(c) Write three words that have the vowel sound /ē/.

(d) Write the two words that mean "more than one."

(e) Write the word that has the sound /är/ as in car.

Christmas
tree
Santa Claus
sleigh
reindeer
star
bells
turkey
presents
holly

5. Do you have a different special day in your family? Make a list of the things you do. What special words do you need?

57

*Exercise 5 suggests that the families of some pupils in your class may not participate in the Christmas celebration, or may celebrate Christmas in a different way than is suggested in these pages. For these pupils provide an opportunity to suggest words that pertain to a special day in their families, or a special way of celebrating Christmas.

You might extend the activities in this unit by having pupils write lists, stories, or descriptions about Christmas activities. Have them check to see how many of the words on these pages they used in their writing, and of course, check their spelling.

Unit 13

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ī/ as in five.
- To write i—e to spell /ī/.

Pretest

Dictation

It is almost time for lunch.
May I ride your bike?
Is this the one you wanted?
How often do you feed your fish?
I like to play football.
When do you go to sleep?
Let's go for a swim this afternoon.
Are they coming with us?
I have to be home at five o'clock.
I have to be in bed by nine o'clock.

If you feel that your pupils have advanced sufficiently in their ability to do self-correction, write the full list of 10 words on the chalkboard in a column. Then have pupils check each word very carefully while you circulate among them to supervise the procedure. Be sure that they continue to examine each error that they make in order to help them in their study of each word. Continue to have pupils record their results and the analysis of errors.

13

time
ride
the
feed
like
sleep
swim
they
five
nine

Pretest

If you misspelled a word, look at it carefully. Where was it wrong? Write the words that were hard for you.

58



Study Helps

1. Read this verse.

Five little fish when it's time to feed,
Swim in line to find what they need.
Nine little fish when it's time to sleep,
Find a place in the cool, dark deep.



Say the underlined words. Listen for the vowel sound /ī/.

Write the underlined words.

Notice that the vowel sound /ī/ is spelled with the letter **i** and the letter **e** at the end.

2. Look at the verse again.

Find the words that have the vowel sound /ē/. Write these words. **sleep** **deep**
feed **need**
What letters did you use to spell the vowel sound /ē/? **ee**

Study Helps

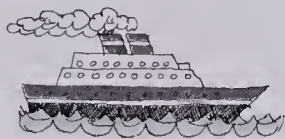
Exercise 1: Read, or have pupils read, the verse and listen for the words with the vowel sound /ī/. Have the underlined words pronounced and written. Discuss the spelling pattern i—e for these words.

If some pupils have difficulty hearing this vowel sound, choose /i/ and /ī/ word pairs from the verse and pronounce them: for example, fish, five; swim, line; and so on. Have pupils distinguish the vowel sounds.

Continue to assign exercises on the basis of the diagnosis of errors on the pretest.

Exercise 2: Be sure that pupils understand that they are looking for words with /ē/, and that only two of these words in the verse are list words. Review the ee spelling. Remind them to say the verse and to listen for the sound /ē/ in words and when they find them, note how they are spelled.

3. Write the words in the verse that have the same vowel sound as these words:



ship



pin

little fish it's swim in

Did you write five words?

4. In your book write the letters under the pictures and finish the words:



wh_e_e_l



sl_i_d_e



f_i_ve



sm_i_l_e



b_i_k_e



sh_e_e_p

5. Say these words: the they.

If these words are hard for you, use the steps

LOOK SAY COVER WRITE CHECK
to help you.

Exercise 3: Review the vowel sound in the words ship and pin. Check the words pupils write. Ask which word is a list word.

Exercise 4: For some pupils you may have to help in the identification of the pictures.

6. Write the list words that rhyme with these words:

Mike	like	lime	time
dim	swim	speed	feed
deep	sleep	vine	nine

Remember



The vowel sound /i/ is often spelled with the letters i — e as in ride and nine.



Using Your Spelling Skills

Collect more words.

1. Find words in your arithmetic book that have the vowel sound /i/ as in nine.

Individual responses

2. Write as many words as you can that rhyme with: *For example:* time ride feed
time ride feed dime hide deed
lime side need
tide reed
wide seed
weed

3. Unscramble these sentences:

water feed Some fish in deep.
Some fish feed in deep water.
like The ride to girls car in the.
The girls like to ride in the car.

Using Your Spelling Skills

Exercise 1: Some pupils will want to collect words from other sources as well. Encourage individual word lists as well as the making of class charts.

If you have been making class charts of these "Be a Word Collector" lists, you may want to preserve all the charts in one place. They could be clipped together and hung in a special place in the classroom such as a Spelling Centre. Pupils should be encouraged to use the lists to check their own spellings or to find out how to spell a word they want to use in writing.

Exercise 2: Although rhyme does not depend on exact spellings, it is probably advisable, at this time, to encourage pupils to think of, and write, words that not only rhyme but have the same spelling patterns as well. However, do not tell pupils a word is incorrect if some words with different spelling patterns are included: for example, feed—read, bead, etc.

4. Unscramble the underlined words from the word list. Then write each sentence in your book correctly.

It is ^{time}(mife) to go to ^{sleep}(plees).

^{They}(heyI) went for a ^{swim}(wims) in ^{the}(het) lake.

At ^{five}(vife) o'clock we ^{like}(kile) to have dinner.

5. Read this story beginning.

Elly was a tiny little fish.

One day five friends said to her, "It is time to start school."

Elly said, "School! What is school?"

Finish the story.

Individual responses

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

61

Exercise 3: Some pupils may still need help in exercises at this time. For these pupils, point out that the capital letter is a clue to the first word; they should then try to find words that "sound right" together.

Exercise 5: Again, give help to those who are slow to start writing. Discuss the topic, collect suggestions, help individuals to clarify their ideas, do anything to make sure that all pupils achieve some writing on their own.

Have pupils illustrate and share their stories.

*If you wish to post some of these stories on a bulletin board, please be sure that pupils have checked and corrected *all* spellings. Remind pupils that correct spelling ensures that other people can read their writing.

Unit Test

Continue to stress self-correction and comparison with pretest results.

Unit 14

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ü/ as in to.
- To recognize that /ü/ can be written in several different ways: o as in to, oo as in too, ou as in you.
- To recognize that words can have exactly the same pronunciation but differ in meaning and spelling as in to and too.

Pretest

Dictation

I have to go home now.
We hope that you will get better soon.
Let's go to the library.
May we come too?
What would you like to do?
Maybe you could come with me.
This is your chance to win.
Perhaps it will be my turn next.
I will try to do my best.
Did you come all by yourself?

Take time to discuss the analysis-of-errors chart with each pupil. It is vital that pupils complete the chart exactly, and that they understand why they are doing this.

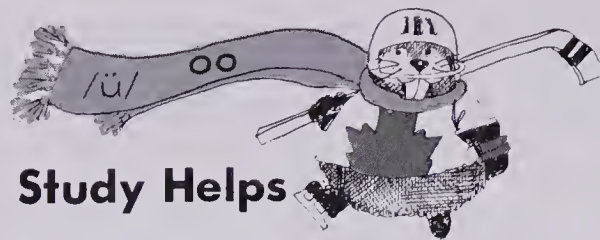
14

home
hope
to
too
do
you
your
my
try
by

Pretest

If you misspelled a word, look at it carefully. Where was it wrong? List the words that were hard for you.

62



Study Helps

1. Read this verse:

What to do? What to do?
Can we hope to see the zoo?
Can we try a hot dog too?
My dad will pay for me and you.



Say the underlined words.
Listen for the vowel sound.

Say the picture words.
Listen for the vowel sound.



We show the vowel sound in all these words like this: /ü/.

Write the list words that have the vowel sound /ü/. to too do you
Circle the letters that spell the vowel sound /ü/. to too do you

Study Helps

Exercise 1: You will want to work through this exercise with all pupils because of the various spellings for the vowel sound /ü/. Read, or have pupils read, the verse. Then do each part of the exercise with the pupils. Check to make sure, in the last part, that pupils are circling the right letters.

Exercise 2: Be sure pupils recognize the picture words, especially smile, and can identify /i/. Then have them find the list words with /i/ and have them discuss the y spelling of /i/; have them note that /i/ comes at the end of the words and tell them that when /i/ is at the end of a word it is usually spelled with the letter y.

Assign exercises as needed by individual pupils.

2. Say these picture words:



smile



tiger

Write the list words that have the same vowel sound as the picture words.

my try by

What letter did you write to spell the vowel sound /i/? y

3. Write the list words that sound the same as two. to two
How are these three words different?

4. Write the list words that have the vowel sound /ō/. What letters spell the vowel sound in these words? hope home
o-e

Write two words that rhyme with hope.
dope lope mope rope

5. Read these sentences.

Choose list words that fit in the spaces.
Write the complete sentences in your book.

I have finished my turn; it is your turn.

I hope you can come to my party.

Two of ^(your)my friends are coming to the party too.



Exercise 3: Discuss with pupils the differences between to, too and two as they relate to both spelling and meaning. It is essential to arrive at an operational, rather than a formal, definition of the three words. The pupils should be able to explain the words by means of appropriate examples, such as: We use to when we say, "We are going to school, to the store, to camp"; we use too when it's too much, too cold, too much or when we are going too; and we use two when we mean one plus one."

Exercise 4: Check the words pupils write that rhyme with hope. The words that most likely come to mind are rope and soap. If pupils write soap, check the spelling. If pupils cannot think of a word other than rope that rhymes and has the same spelling, provide other words such as dope, Pope, mope, lope and discuss meaning briefly. Do not expect pupils to remember these words, but encourage them to enjoy new words and their meanings.


Exercise 5: Check the pupils' writing to ensure that *all* words are spelled correctly. Pay particular attention to the last sentence to ensure that pupils have written the correct word in each space.

Remember




The words to, too, and two have the same sound but

- they have different meanings;
- they have different spellings.

The vowel sound /ü/ as in  can be spelled in different ways.

Using Your Spelling Skills

1. Write try. Change the first letter to **c** to spell a word for  . **cry**

Now change the first letter to **d**.
What word did you spell? **dry**

2. Write hope.
Change the first letter to **r**. **rope**
Write a sentence using both the words you wrote. **Individual responses**

3. Finish these rhymes. Write them in your book.

Mother Bird said, "If you try,
You can really learn to fly."

Can you see the five
Little fishes dive ?

64

Remember: Spend time with all pupils on this generalization.

Using Your Spelling Skills

Exercises 1 and 2: Read the directions with pupils to ensure that they understand the task. This introduction to substituting letters opens the door to spelling command over many words and emphasizes spelling patterns. As well, this type of exercise can be utilized often as an enrichment or extra-practice activity.

Exercise 3: Pupils will note that the rhyming words follow the substitution pattern in exercises 1 and 2.

Exercise 4: Remember to dictate each sentence as a whole using normal intonation. Quickly check each pupil's self-correction to make sure he/she has not missed a spelling or punctuation error.

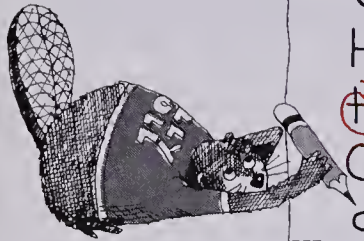
4. Your teacher will dictate these sentences to you.

When you are finished, check the spelling of each word.

I hope I get home by five.

Will you let me have your pen?

I hope my fish can do it too.



5. Ollie the otter is my pal.

Her ^{home} ~~hom~~ is in the water

^{too} ~~two~~. We ^{like} ~~liek~~ ^{to} ~~too~~ swim.

Ollie sometimes slides down ^{the} ~~hte~~ bank.

Jelly-Roll is writing a story. Jelly-Roll is still having trouble with spelling.

Find Jelly-Roll's mistakes.

Write the story correctly in your book.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

65

Exercise 5: Continue to work with pupils who have difficulty with proofreading. This is the first proofreading exercise in which the misspelled words are not identified. Have pupils read each sentence and examine each word. Tell them that not every sentence contains a misspelled word. When a misspelled word is identified, have pupils cite the error and write the word correctly on the chalkboard. Then have the sentences written, with correct spelling, in notebooks.

As a follow-up exercise, you may wish to have pupils proofread a partner's piece of writing to check for spelling.

Unit Test

Remember to dictate the words in a different order from that of the list. Use sentences with any word that needs meaning clarification, especially to and too. Continue to check pupils' self-correction.

Unit 15

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concept of "more than one."
- To understand and apply the generalization that the plurals of many words are spelled by adding the letter s to the base word.

Pretest

Dictation

We have two big trees in our yard.
Some dogs bark a lot.
We had lots of fun at the lake.
How many cats does Douglas have?
My aunt raises many pigs on her farm.
It must be time to eat lunch.
Did you read this book?
I took my book back to the library.
My puppy is black with white spots.
Would you rather have this kitten or that one?

Check to see how many pupils omitted the letter s at the end of plurals. This might indicate those pupils who are having difficulty with the concept of plurals.

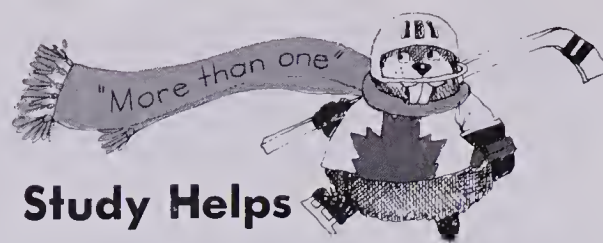
15

trees
dogs
lots
cats
pigs
eat
read
back
black
or

Pretest

If you misspelled a word, look at it carefully. Where was it wrong?
Write the words that were hard for you.

66



Study Helps

1. Read the verse to yourself.

I like cats, I like black,
I like dogs, I like white,
I like pigs, Or sitting back
Or even frogs. To read and write.

Write the underlined words that mean "more than one." cats dogs pigs
Notice that each word ends with the letter s.

What does the s tell you?

that the words mean "more than one"

2. Write the two underlined words that rhyme.
Write the underlined word that has the same vowel sound as door.

3. Write the words that have the vowel sound /a/ as in back and black.

bag	walk	cake	wax
cage	pack	Jack	lake
stack	tag	lack	rack

bag
stack
pack
tag
lack
wax
rack
Jack


Study Helps

If there are pupils who seem not to understand "more than one," work with objects and words. For example, hold up one pencil, write one pencil; hold up two pencils, write two pencils. Ask pupils how the spelling of pencil changed. Give as many experiences as necessary.


Exercises 1 and 2: Have pupils read the verse aloud. Have the underlined words identified and then have the pupils complete the exercises.

Exercise 2: Check to see that all pupils correctly identify the picture word door and that they say it aloud so that they also identify the vowel sound.


Exercise 3: With some pupils, read the words and have them identify those words with /a/. Then have the words written.

4. Write the list words that have the vowel sound /ē/ as in . trees eat read
Circle the letters that spell the vowel sound /ē/. trees eat read
Notice that /ē/ can be spelled with the letters **ee** or **ea**.
Remember to study words with /ē/ carefully.

5. Write these sentences and finish them.
The pictures will help you.

 These are two pigs.

 These are five trees.

 These are three dogs.

Remember

You add **s** to some words to show that there are "more than one."

Using Your Spelling Skills

1. Write words that rhyme with eat or read to finish these sentences:

Susan lost a bead from her necklace.

Peter was so excited, he fell off his seat.

For dinner we had vegetables and meat.

67

Using Your Spelling Skills

Exercise 4: Have pupils give the two words trees and read orally. Write them on the chalkboard. Have pupils give other words in which /ē/ is spelled ee and ea (for example, bee, see and bead, lead). Some better spellers may be able to extend the lists further. Have pupils complete the exercise and circle the letters.

Exercise 5: Check this exercise to see if any pupils are still omitting the plural s. Give more instruction to any pupils who show they need it before they go on to the next section.




The class project for this unit could be a collection of plural words that pupils are using in their daily school work. Perhaps the words could be grouped in terms of plurals that are written by adding s and those which use a different spelling. Post these charts in your Spelling Centre or on a bulletin board.



2. Write these words to show that they mean "more than one."

cats tables guns trees
dogS carS beeS jetS
kittenS cakeS penS homeS

3. Each word has the same vowel sound as the picture word.
What letters are missing? Write the words.

leaf  can  bee 
r_e_a_d b_a_ck s_e_e
_e_a_t bl_a_ck b_e_e_t
b_e_a_t st_a_ck b_e_e_f
m_e_a_t t_a_ck f_e_e_d
b_e_a_d

4. Show Tippy the way to her house.
Unscramble the words on the path and write them in your book. All the words are list words.

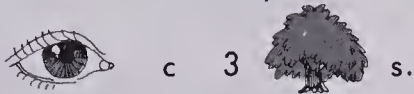


Exercise 3: Be sure pupils identify the correct picture word and its spelling. Tell them that the new words have the same vowel sound and the same spelling for that vowel sound. Have the lists completed and the words read.

Exercise 4: Help pupils who find this kind of exercise difficult. The fact that the unscrambled words are list words should be a clue to each word.

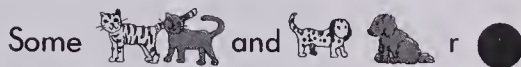
5. Write these picture sentences in words.

The first one shows you how.



I see three trees.

Some cats and dogs are black.

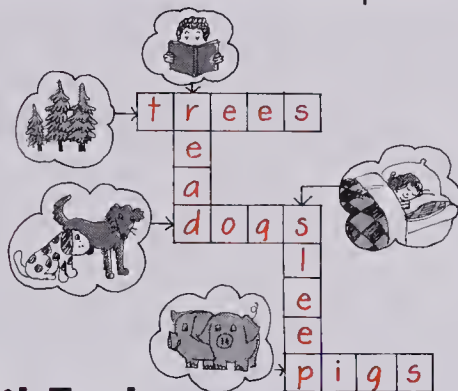


Can two pigs run?

Now you write a picture sentence.

Give it to a friend to read.

6. Write the words that fit the puzzle.



Unit Test

On your test try to spell all the words correctly. If you misspell a word, write it in your special list.

69

Exercise 5: This is the first real rebus exercise in this book. Help pupils with the reading and writing of the first sentence. Then allow them to “puzzle” out the other sentences independently. Check the spelling of each word.

Some pupils will enjoy making up their own rebus sentences. Encourage them to give their creative work to other pupils to solve, or to place them in the Spelling Centre.

Exercise 6: Be sure that pupils understand that the arrows indicate whether the words go across or down — especially for pupils who like to draw the puzzle in their books and then solve it.

Unit Test

Check to see which pupils are becoming proficient in self-correction and the marking of their charts. You will be able to allow these pupils independence and thus have more time to help pupils who continue to need individual guidance.

Unit 16

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ā/ as in play.
- To write ay when /ā/ comes at the end of a word like play.

Pretest

Dictation

What shall we play at recess?
This is the day we have been waiting for.

My dog ran away from me.

Is this the way to the park?

Mom is a great baseball player.

Dad likes to cook.

Do you know that little boy?

That girl is a good skater.

I would like to skate the way she does.

You may leave now.

16

play
day
away
way
Mom
Dad
boy
girl
she
may

Pretest

If you misspelled a word, look at it carefully. Where was it wrong? List the words that were hard for you.

70



Study Helps

1. Read the verse.

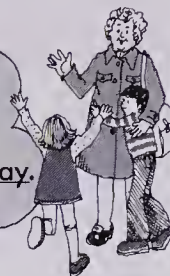
The boy and girl will play
When Mom and Dad go away
And Grandma comes for the day.

Say the underlined words.

What vowel sound do you hear?

What letters spell the vowel sound?

Write another list word in which /ā/ is spelled with the letters **ay**.



2. Write the list word that has the beginning sound that you hear in these picture words:

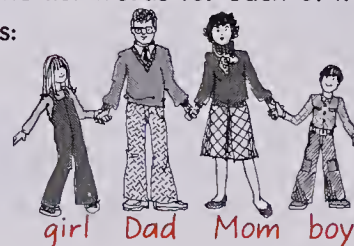
(shell)



she

(ship)

3. Write the list words for each of these pictures:



girl Dad Mom boy

Study Helps

Review /ā/ and the spelling a—e which was studied previously.

Exercise 1: Have pupils read the verse and identify words with /ā/ and note the ay spelling for the vowel sound in these words.

Have some pupils think of other words that end in /ā/ and that are spelled with ay. (For example: clay, dray, gay, gray, fray, hay, jay, lay, nay, ray, say, and so on.

Exercise 2: Be sure pupils can identify the picture words and the beginning sound /sh/. Have them give words other than she that start with this sound.

Exercise 3: Tell pupils that they are to write the list word for each *person* in the picture.

4. In your book write a list word that rhymes with:

jay, bay, day (or play or away or way or may)
bad, lad, Dad
toy, joy, boy
twirl, whirl, girl
he, me, she

5. Find the list words that fit into these spaces. Write the complete sentences in your notebook.

There will be time to play after your work is done.

Mom and Dad took us on a trip last summer.

Show me the way to the store.

6. Look at your list of words that were hard for you. Use the steps
LOOK SAY COVER WRITE CHECK
to help you learn to spell these words.



When the vowel sound /ā/ comes at the end of a word, it is spelled with the letters **ay**.

Exercise 4: Check that pupils are saying the words aloud. Some pupils may wish to add to each list other words that follow the same pattern (for example: bad, lad, Dad, fad, had, mad, pad, sad).

Exercise 5: Continue to stress proofreading after writing (even copying) and the correct spelling of each word.

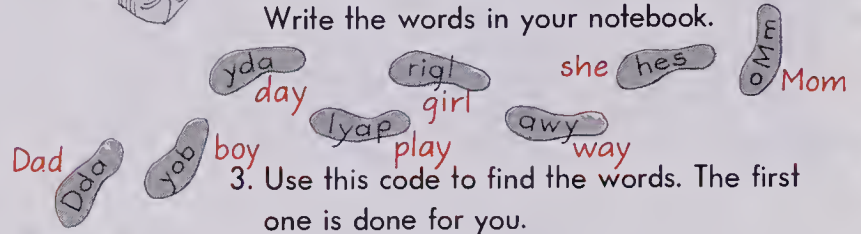
You may wish to vary this exercise by having pairs of pupils dictate the incomplete sentences to each other; the writer is to fill in the missing word. Have them proofread each other's work.

Be a
word
collector.



Using Your Spelling Skills

1. Look in your arithmetic book and in your science books for more **ay** words. Make a list of these words.
2. Find the treasure map by unscrambling the words in the footprints. Write the words in your notebook.



3. Use this code to find the words. The first one is done for you.

a	e	i	o	y	b	d	g	h	l	m	p	r	s	w
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

$$7 + 1 + 5 = \text{day}$$

$$7 + 1 + 7 = \text{dad}$$

$$8 + 3 + 13 + 10 = \text{girl}$$

$$1 + 15 + 1 + 5 = \text{away}$$

$$11 + 4 + 11 = \text{mom}$$

$$14 + 9 + 2 = \text{she}$$

$$12 + 10 + 1 + 5 = \text{play}$$

$$15 + 1 + 5 = \text{way}$$

72

Using Your Spelling Skills

Exercise 1: You may want to encourage pupils to collect ay words from any source. Pupils can make their own lists and then collectively make a class list.

Exercise 2: Remind pupils that the mixed-up words are all list words. Have them check their own spelling. Check to see that all pupils are now proficient at unscrambling. If any are still unsure, let them use the "scrabble" technique.

Exercise 3: Explain the code to pupils. On the chalkboard work a few examples (other than those in

the book) with pupils and then allow them to solve the words in code independently.

Exercise 4: Remind pupils that words can be found by looking across the rows or down the rows. Check this activity by having pupils, in turn, write on the board a word they found. When all words have been given, have pupils check their own lists.

4. How many words can you find in this puzzle? Write them in your book.

Down

boy
paw
away
way
dad
she
he

a	c	d	f	e	t	g
g	i	r	l		d	
t	m	n	p	l	a	y
c	v	d	a	y	d	
b	e		w		p	s
o	h	w	a	y		h
y		f	y	e	t	e

Across

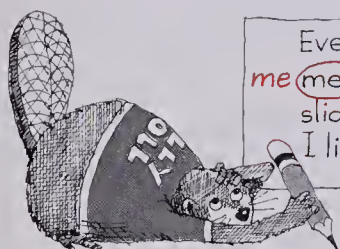
girl
play
day
be
oh
way
yet

5. Dictation

Ask a friend to read the verse (on page 70) line by line. Write each line. Then check your own spelling.

6. Jelly-Roll is writing again.

Find the words that were hard for Jelly-Roll. Write the story correctly.



Every winter my mom and ~~dad~~ ^{dad} ~~tak~~ ^{take} me ~~mee~~ to ski. We go up a big hill. Then we slide down ~~fsat~~ ^{fast}. Sometimes I ~~fa~~ ^{fall} down. I like to ski and ~~playe~~ ^{play} in the snow.

Unit Test

On your test try to spell all the words correctly. If you misspell a word, write it in your special list.

73

Unit Test

Exercise 5: Stress that the pupil who is dictating should read each word carefully and clearly, but should try to read at a normal speed. He/she should allow enough time after each line for the other pupil(s) to write the complete line.

Some pupils may not be ready for this peer dictation activity — or the amount of writing may be too much. You may want to substitute a simpler dictation exercise of your own, or, for these pupils, omit this exercise entirely.

Exercise 6: Allow pupils to work on this exercise independently and use it as a check to see which pupils are becoming proficient in proofreading. For this purpose, check each pupil's work individually.

At this time, check letter formation also and give corrective teaching and practice as necessary.

Have pupils take time at the end of this unit to compare all pretest and unit test scores. Do they see an improvement in their ability to study problem words and thus have fewer errors on the unit tests? Are they making the same kinds of errors in words?

Unit 17

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify syllables in words.
- To apply knowledge of syllabication as an aid to spelling some words.

Pretest

Dictation

My mother drove me to school.
Does your father like football games?

My big brother plays football.
Have you seen my little sister?
What other games can you play?
Did Sara say that she would come?

We feed hay to our cattle.
Where did those boys go?
We'll send two girls to find them.
I would like to have many pets.

17

mother
father
brother
sister
other
say
hay
boys
girls
pets

Pretest

If you misspelled a word, look at it carefully. Where was it wrong? List the words that were hard for you.

74



Study Helps



1. The people in this picture are a family. Write the list words for the people in the picture. *father mother sister brother*



2. *boys* Write the list words that you could use with this picture.

What letter did you write at the end of each word? *s*

What does this letter mean? *more than one*

3. Write the list words that have the vowel sound /ā/. What letters spell /ā/ in these words? *say hay ay*



4. Say these words to yourself:

mother father

You should hear two parts in each word. Say the words again and tap once for each part that you hear. Write three more list words that have two parts you can hear.

brother sister other

Study Helps

Most of the words in Units 1-16 have been one-syllable words. This unit introduces some familiar two-syllable words. With pupils emphasize the need to hear and say both parts of a word as an aid to spelling.

Exercise 4: Have pupils say the two-syllable words in two parts, mo — ther, fa — ther and so on. Tell them to look at the spelling as they say each part, then to say the word as a whole. Draw their attention to the *th* spelling of /ʦH/ that has already appeared in they (Unit 13). You might also comment on the unusual spelling of /u/ in mother, brother and other.

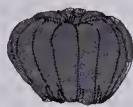
5. Say the picture words.

Write the words that have two parts.

target
pumpkin
dragon



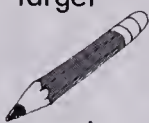
target



pumpkin



car



pencil



boy



dragon

How many vowel sounds do you hear in each of the words you have written? 2

6. Use these words to write your own sentence. *Individual responses*

girls and boys
father and mother
camp

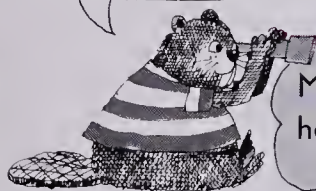


Check your spelling.

Did you remember a capital letter?

What mark did you put at the end?

Remember



Many words have two parts that you can hear as in mother and father.



75

Exercise 5:

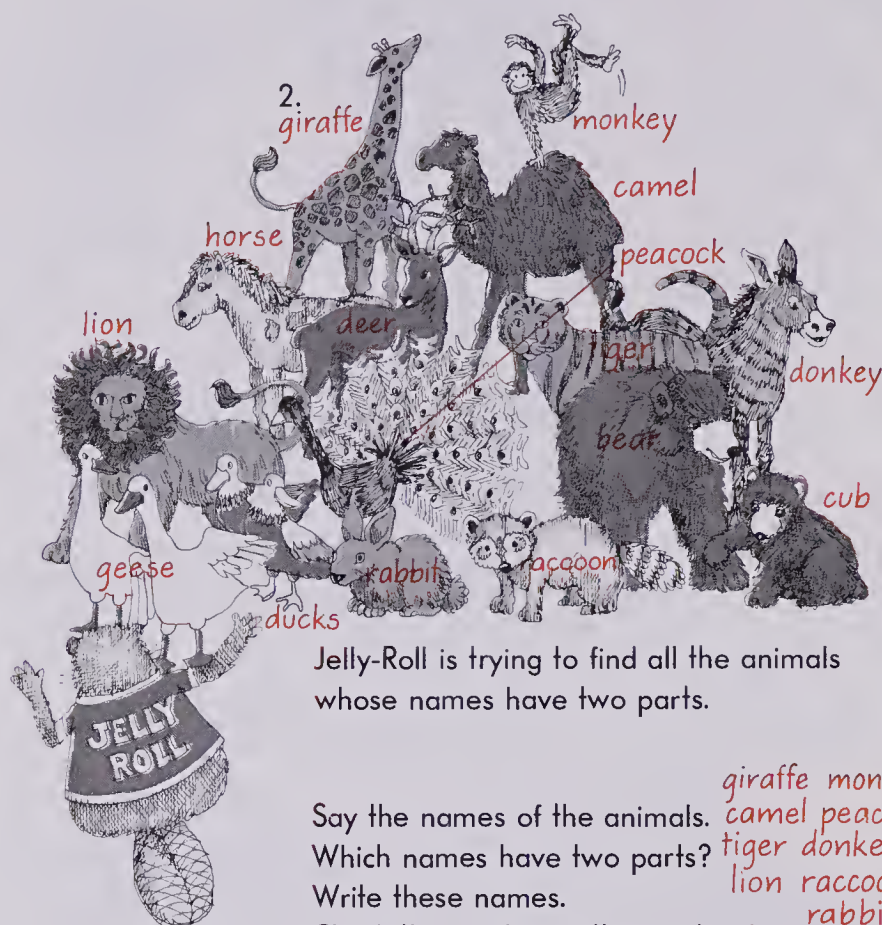
Have pupils say the words in exercise 5 and decide which ones have two parts. Have pupils decide how many vowel sounds they hear in each of these words. Check the pupils' writing of the two-part words.

You may wish to encourage some pupils to think of other two-part words they might know. Keep this activity oral at this time.

Exercise 6: Have pupils proofread each other's sentences.

Using Your Spelling Skills

- i. Find five words in your arithmetic book that have two parts that you can hear. Write the words in your word book.



Jelly-Roll is trying to find all the animals whose names have two parts.

Say the names of the animals. *giraffe monkey camel peacock tiger donkey lion raccoon rabbit*
Which names have two parts?
Write these names.
Check the spelling with your teacher.

76

Using Your Spelling Skills

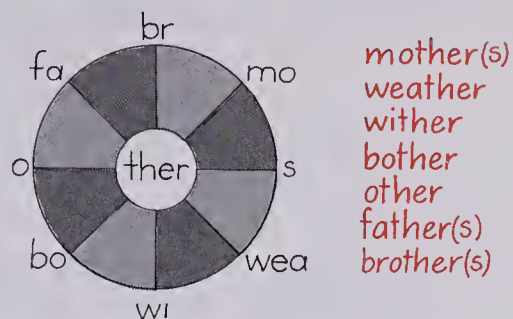
Exercise 1: Continue this exercise throughout the unit. Tell pupils to say each word they choose to ensure that they can hear two parts.

Exercise 2: In a group situation, have pupils name each animal. Have the two-part names identified and written on the chalkboard. Then have pupils write them in their notebooks.

Exercise 3: Tell pupils to see how many words they can make, taking one or two groups of letters from the outside of the wheel and adding them to the "ther" part in the middle; for example, br + o + ther = brother. Have pupils compile a list on the chalkboard and suggest pupils check their written list with it.

Exercise 4: Have pupils read the story beginning to themselves, deciding which words they will use to fill in the spaces. Then have a few pupils read their own versions aloud; discuss the suitability of the last insertion, and possible endings. The words most pupils will insert are car, airplane, train, bicycle, and so on. But some pupils may have a much more creative idea. Applaud it and encourage the writing of a creative ending.

3. Write the words you can make from the word parts on the wheel.



4. Read the story. What words can you put in the spaces?



Maggie, the dragon, lived with her mother and her father and her brother and her sister. They all lived in a dragon castle.

Maggie liked to invent things. One day she went to her workshop. She said, "I get tired of walking. I will make a _____, a _____ for dragons!"

Finish Maggie's story. *Individual responses*

Unit Test

On your test try to spell all the words correctly. If you misspell a word, write it in your special list.

77

Unit Test

When pupils have finished their stories, provide special time for them to proofread their writing, correct any errors they might find, and check any words of which they are unsure of the spelling.

Read the stories to check pupils' creative ideas. Should you wish to post any of the stories, or put them in the Reading Centre, ensure that all words are spelled correctly. Proofread with the pupil and encourage him/her to correct the spelling and/or punctuation.

Remind pupils that, if they make errors, they should record them and study them in their free time.

Unit 18

Objectives

- To review and thus reinforce the ability to spell and use in context those high-utility words listed in Units 13-17.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and demonstrate understanding of the following sound-symbol relationships:
 1. /ī/ spelled i as in five
 2. /ü/ spelled o as in to
 3. /ü/ spelled oo as in too
 4. /ü/ spelled ou as in you
 5. /ā/ spelled ay as in play
- To review and demonstrate understanding of the following concepts:
 1. Plurals are often formed by adding s to the base word.
 2. Syllables are word-pronunciation units which can serve as an aid to spelling.

18



Looking Back

1. Look back at the list of words you found hard to spell in Units 13-17. If some of these words are still hard for you, use the study steps:

Look at the word.

Say the word.

Cover the word.

Write the word.

Check your spelling.

You may need to do this two or three times for some words.

2. Remember what you learned about spelling vowel sounds.

- What letters may you use to spell the vowel sound /ī/? **i-e-y**
(If you're not sure, look in Unit 13.)

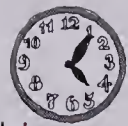
Now write the picture words that have the vowel sound /ī/.



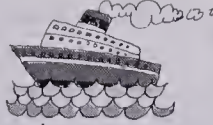
Looking Back

Exercise 1: Provide time at various points throughout the unit for pupils to study their special words.

Exercises 2-4: You may wish to have all pupils complete these exercises independently as a kind of review test — not only of the concepts they have learned, but also of their familiarity with the kinds of spelling exercises that they have encountered in the book.



t i m e



sh _ _



f i v e



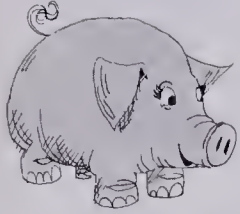
p _ _



sl i d e



_ _ _ _



Write the words that have the vowel sound /i/ as in pig. ship pin swim

- Look back in Unit 14. Write the words that have the vowel sound /ü/. to too do you
- What two ways may you spell the vowel sound /ā/? (If you are not sure, look ay a-e back in Units 10 and 16.) Write the picture words.



c a n e



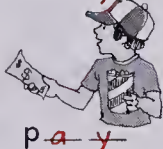
pl a y



h a y



c a k e



p a y



sn a k e

Write other list words that use the say day letters ay to spell /ā/. away way may

Have pupils check their own work, but you may wish to examine each child's work from a diagnostic point of view. Pupils who show difficulties with some concepts should be given extra help.

3. Remember how to spell words to show "more than one."

Write the words to finish these sentences:



Here are two boys.



These are the three little pigs.



These are five dogs.



These are two girls.

Find six more list words that mean "more than one."

Write them. trees pets cats
boys girls dogs

4. Write the words that have two parts you can hear.



basket



mother



monster



father



target

Find other list words that have two parts.
Write them. brother sister other

Exercise 3: Note that the third example can be completed in different ways. Accept any sentence that makes sense — even, "These are not cats." — as long as the plural is properly shown.



5. Read this old skipping verse to yourself:

Ackle, backle, soda cracker

Ackle, backle, boo!

Ackle, backle, soda cracker

I love you.

I wish I had a nickel,

I wish I had a dime,

I wish I had a little dog

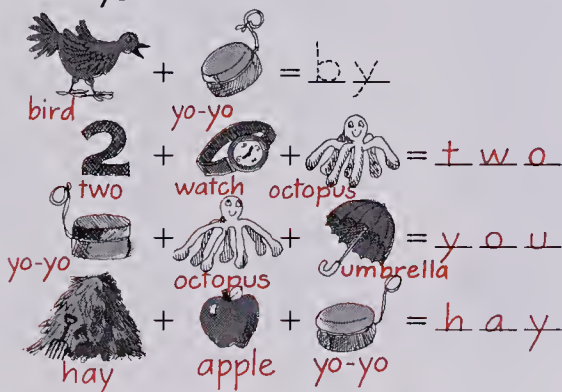
To love him all the time.

Ackle, backle, soda cracker

Ackle, backle, boo!

Write all the words that have two parts that you can hear. *See circled words above.*

6. Use the beginning letter of each picture word to spell words. The first one is done for you.



81

Exercise 5: Read the skipping verse to pupils in a skipping beat. Then have pupils say it with you for fun. Suggest pupils read it to themselves and listen for words that have two parts. Check pupils' lists with the group.

Exercise 6: Demonstrate to pupils how the picture puzzles are solved. Make sure that pupils correctly identify the pictures — especially yo-yo and octopus.

Some pupils may want to make picture puzzles for other list words and put them in the Spelling Centre for other pupils to enjoy.

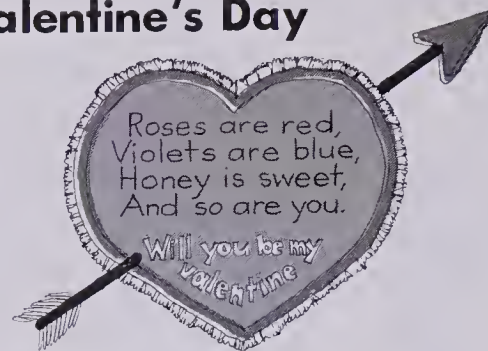
Special Unit: Valentine's Day

Objective

To provide variety in the spelling program and to develop interest in learning to spell words that relate to special days.



Valentine's Day



1. Write the picture words.



h e a r t s



fl o w e r s



r o s e s



v a l e n t i n e



p a r t y

c a r d



c o o k i e s

Check your spelling with the list on the next page.

2. Find the valentine words by writing the first letter of each word:

lamb + octopus + violin + egg **love**
snake + well + end + egg + tiger **sweet**
tree + rug + elf + at + table **treat**
violin + eye + red + see + ear **verse**
ran + elf + day **red**

Teaching Suggestions

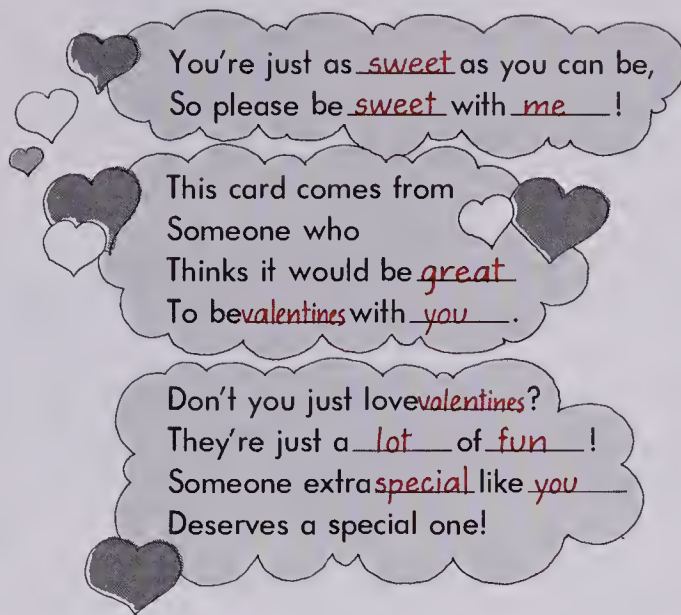
This unit should, of course, be done with other activities related to Valentine's Day.

Most pupils will recognize the most common of all valentine verses that is given at the beginning of the unit.

Exercise 1: Be sure pupils can recognize the pictures before having them write the words. Suggest that they cover page 83 while doing this exercise, and they can then use the list on page 83 to check their own spelling.

Exercise 2: Suggest that pupils write one letter at a time and then read the word they have written.

3. Finish these valentine verses:



4. Use the words in the list to finish the sentences:



We like to make valentine cards.
Some cards are shaped like hearts.
We put roses and flowers on some cards.
Sometimes we write "I love you."
We have a party at school.
We have valentine cookies as a treat to eat.

hearts
love
roses
party
valentine
cookies
treat
flowers

Exercise 3: Some pupils will have no problems finishing the verses, but you will want to work with others to make this a pleasant experience. For some blanks, there are many words that will fit the sentence, but suggest that some are more appropriate for a valentine verse than are others.

Exercise 4: Remind pupils that the word they choose for each sentence must fit the meaning. When they are finished, have individual pupils read a sentence and the rest of the group check their choice of words.

Unit 19

Objectives

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the sound /ʦH/ as in then.
- To write th which spells /ʦH/.

Pretest

Dictation

This is where I live.
Is that your house over there?
We will be going there tomorrow.
The children brought their own lunches.
Who took my book?
Did you look in your desk?
I wish I could fly to the moon.
Did you catch any fish in this lake?
Would you like some candy?
Please come with me on Saturday.

19

this
that
there
their
took
look
wish
fish
some
come

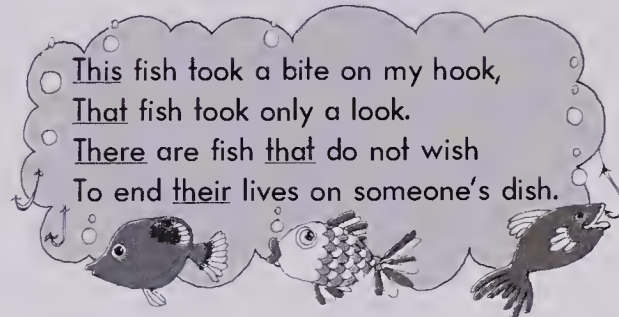
Pretest

If you misspelled a word, look at it carefully. Where was it wrong?
List the words that were hard for you.

84

Study Helps

1. Read these lines.



Say the underlined words. Listen for the sound at the beginning of each word. We show this sound like this: /ʦH/. What letters spell the sound /ʦH/? **th**
Write the underlined words in your book.

2. Say these words: here there.

Put the right word in these sentences:

Here is your book.
No, my book is over there.

Notice that here and there are spelled almost the same, but they do not sound the same.

Study Helps

Have pupils practise saying words like this, them, that, and there and have them notice the tongue position in relation to the beginning sound /ʦH/.

The first three exercises should be conducted orally.

Exercise 1: Pupils should be given opportunities to hear and say the /ʦH/ words.

Exercise 2: Have pupils read the completed sentences orally. Write the two words on the board. Have pupils note the common *ere spelling*, but the difference in *vowel sound*. Give extra practice as needed to establish meaning and spelling.

They are spelled differently.

3. Say these words: their there.
How are they the same? *They sound the same.*
How are they different?
Copy these sentences in your book and fill in the blanks with their or there.
We swam there yesterday.
Billy and Jim played with their toys.
Jean and Susie ate their lunch.
Mother was there too.

4. Write three pairs of rhyming words from your list. took-look wish-fish some-come
Underline the parts of each pair of words that look alike.

5. Write the words in which you hear the vowel sound /u/. *some come*
What letters spell this vowel sound in these words? *o-e*

6. Write the words in which you hear the vowel sound /i/. *this wish fish*
What sound is the same at the end of two of these words? */sh/*
What letters spell this special sound? *sh*



When we say the sound /ʦh/ as in this or that, we write it with the letters **th**.

85

Exercise 3: Establish the relationship between meaning and spelling as it relates to there and their. These are two of the most common spelling errors, which tend to continue on up through elementary school. Have pupils write the sentences and then check. With pupils who had errors, discuss ways they think might help them to remember when to use there and when to use their.

Exercise 4: Check the letters that pupils marked in the pairs of rhyming words. Be sure they did not include there and their as rhyming words; the pronunciation of these words is the same.

Exercise 5: Ask pupils for examples of /u/spelled o that they have just studied (mother, brother, other). Some pupils who remember the spelling of hope and rope may realize that the

spelling of come and some is unusual. Tell pupils that such words should be regarded as odd and their spelling learned by the five-step method.

Exercise 6: Have pupils note the letters sh which are used to write the sound heard at the end of wish and fish. Have pupils think of other words that have this sound. You may wish to have better spellers write some of these words in their books.

Alphabetical Order

- a Alice This is how you might see your name on a
 b Bob list.
 c Carol Notice that the first letters of the names are
 d Doug in the same order as the letters of the
 e Elly alphabet. We call this alphabetical order.

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

hill

kite

mouse

run

wake

went

man

bed

fell

← These words are in alphabetical order.

← These words are not.

We should write:

bed b comes before w, m, f.

fell f comes after b and before w and m.

man m comes between f and w.

went w comes after b, f, and m.

Now write these words in alphabetical order:

did sad and help lost

and
did
help
lost
sad

Alphabetical Order

Discuss this page with your pupils. Many pupils will already know how to arrange words in alphabetical order. Give as much extra help as is necessary for some pupils who may not yet understand the procedure. You might use the word lists at the back of the book to help these pupils understand the concept.

Using Your Spelling Skills

Exercise 1: Check to ensure that all pupils understand this exercise. Have them read aloud the completed list of words. Ask pupils what we call words such as these (rhyming words). Have pupils read their completed verses.

Some pupils may wish to try writing verses of their own using these words.

Using Your Spelling Skills

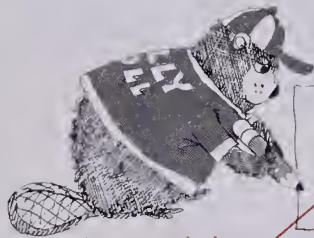
- Write took. Now write new words by
 —changing the first letter to **l**; look
 —changing the first letter to **b**; book
 —changing the first letter to **c**; cook
 —changing the first letter to **h**. hook
 Finish each line with one of the words you wrote:

I would like a book.

That tells me how to cook.

Will you help me look?

- Jelly-Roll wrote some words, but they aren't in the right sentence order. Unscramble Jelly-Roll's sentences.



fish That his is. That is his fish.
 their dog this Is? Is this their dog?
 like there I dish the over.
 Can come some you day to play?

I like the dish over there.

- The letters **sh** spell a special sound. Say the picture words. Listen for the special sound /sh/. Write the words.

Can you come to play someday?



ship



fish



shoe



splash



brush



sheep

Unit Test

If you misspell a word on your test, write it in your special list.

87

Exercise 2: If pupils have difficulties unscrambling sentences, work through the first two examples as a group activity. Establish the significance of the capital letter; have pupils write the capitalized word first and then try different words to follow it. Note that the first example permits two versions — *That fish is his.* and *That is his fish.*

Exercise 3: Have pupils say the picture names to be sure all are recognized. Have them circle the letters sh in the words as they write.

Unit Test

Continue to allow pupils who have become proficient in self-correction to check the test and mark their record forms independently while you work with the group that still needs some help.

Check to see whether any pupils had difficulty with there and their. Some immediate follow-up teaching will help to prevent continuing problems that become progressively more difficult to solve.

Unit 20

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concept of compound words.
- To identify the base words of a compound word.
- To apply this knowledge as an aid to spelling compound words.

Pretest

Dictation

We have just moved into a new house.

My friend has a tame mouse.

Albi is wearing his new jacket.

Sari showed us her catcher's mitt.

Are you going to the game today?

Let's play outside at recess.

This is Jane's birthday.

Did you hear something?

Sometimes we have a lot of fun.

I wish we could have fun every-day.

20

house
mouse
his
her
today
outside
birthday
something
sometimes
everyday

Pretest

How many words did you get right?
List the words that you found hard to spell.

88

Study Helps

1. Read this verse and look at the underlined words.

I wish that everyday was like today,
It's something special. It's my birthday.

Did you notice that each of the underlined words is made up of two shorter words?

everyday	every	day	to	day
something	some	thing	out	side
today	to	day	birth	day

Words like these are called compound words.

some thing some times

Write the six compound words in your list.

Put a box around each short word.

every day

2. Read these words. How are they alike?



house



mouse

Write each word and put a box around the part that looks different.

house
mouse

Study Helps

Exercise 1: Read the verse and have pupils identify the underlined words. List the words on the board and have pupils say them. Have them tell what they notice about these words. Introduce the term *compound word* (if pupils do not already know the term). Stress that compound words are made up of two words; the meaning of each of these words contributes to the meaning of the compound. Avoid the practice of having pupils "look for little words in big words."

Exercise 1: Note that everyday is only a compound word when it is used as a noun modifier (adjective); when used adverbially, the words are separate, as in: *Every-day clothes are worn every day.*

Assign other exercises as needed.

*Remember to remind pupils to spend any extra time they have in studying words in which they had errors on the pretest. Remind them to use the study steps.

3. Read these two words: his her.
How are they alike? *They start with the same letter.*
Write his and her in your book. Put boxes
around the parts that are different. his her

4. Write the list words in which you hear the
vowel sound /ā/. *today birthday everyday*

5. Write two list words in which you hear the
vowel sound /ī/. *outside sometimes*

Remember



Be a word
collector.



Sometimes it is easier to spell a compound
word like something, if you say each part by
itself before you write it as one word.

Using Your Spelling Skills

1. In your word book write compound words
that you find in other books. *Individual responses*
2. Write sentences using the words in each
box: *Individual responses*

his mouse

her house

today

outside

sometimes

something

89

Using Your Spelling Skills

Exercise 1: Children should be encouraged to look for common compound words that they encounter in their regular school work. Not all such words need to become a part of their immediate spelling requirements. Initially, many of those words can simply provide a valuable exposure to new vocabulary or can provide a wordbank for future reference and use. A class chart of common compound words could also be compiled and posted.

Exercise 2: Continue to stress, in every writing situation, the importance of proofreading. Although occasionally you may wish, for variety, to have pupils proofread each other's work, the emphasis should be placed on pupils checking their own writing and spelling.

3. Match words in the two lists to make compound words. Write the compound words in your book. The words in the first list can be used more than once.

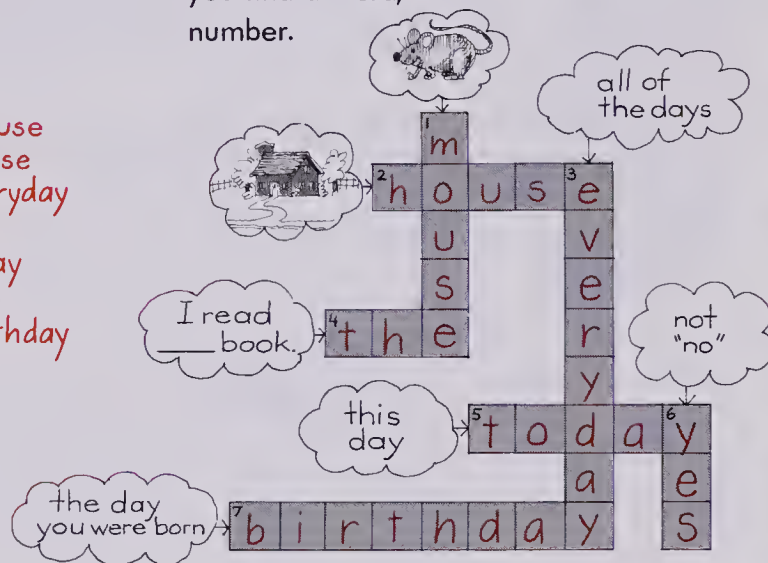
everyday
everybody
everything
everywhere

some	doors	someday
every	day	somebody
out	body	something
	thing	somewhere
	side	
	where	outdoors
		outside

Did you write ten words?

4. Use the clues to solve the puzzle. Write the numbers 1 to 7 in your book. When you find a word, write it beside the correct number.

1 mouse
2 house
3 everyday
4 the
5 today
6 yes
7 birthday



Exercise 3: Be sure that pupils realize that each of the three words in column 1 can be combined with more than one word in column 2.

Have the compound words written on the chalkboard and have each pupil correct his/her own list.

Exercise 4: Some pupils may prefer to draw the puzzle in their books and fill in the letters. Emphasize that words must be spelled correctly in the puzzle.

Some pupils may wish to make up puzzles like this using some of the new compound words they found.

Exercise 5: The sentences in this exercise can be changed in many ways, some obvious, some ingenious. Check this exercise by having pupils read their sentences or write them on the chalkboard. Discuss the acceptability of variation and praise the imaginative.



5. Jelly-Roll put one wrong word in each of these sentences. Find the wrong word. Write the sentence, using a better word.

Today

Everyday is my birthday.

mouse

A house can run outside.

something

I got sometimes pretty.

6. Read these funny words:



housemouse

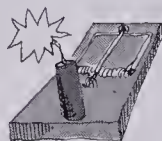
bangtrap



pleasecheese

Fatcat

Browndog



Use your imagination.

Write a funny story using the make-believe words.

Individual responses

Unit Test

If you misspell a word, write it in your special list.

Study it when you have time.

91

Unit Test

Exercise 6: To get ideas flowing, have an oral discussion with pupils before they begin to write. Encourage imaginary, humorous, and creative ideas in keeping with the silly words. Many pupils will add other silly words to their stories.

Allow enough time for writing. Then have pupils share their stories.

The unit test should alert you to problems that some pupils are having in spelling. Examine pupils' errors to see if there seems to be a pattern to the kinds of errors they make. This will guide you in the kinds of remedial teaching you should provide for these pupils. If problems can be diagnosed at an early stage, they are more easily corrected.

Unit 21

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concept of base words.
- To identify base words and inflectional -ing endings.
- To apply this knowledge as an aid to spelling selected inflected words with -ing endings; for example, playing, walking.

Pretest

Dictation

Remember to read the word first, then the sentence, and then to say the word again.

If you get back in time, then you can come too.

Are you going with them?

What makes this thing run?

Here comes our bus.

I will give you a ride.

I live in the country.

We were going on a picnic.

Would you like to go fishing with us?

We were playing football at recess.

I like to go walking beside the stream.

21

them
then
makes
comes
give
live
going
fishing
playing
walking

Pretest

Look at your mistakes.

Where did you go wrong?

List the words that were hard for you.

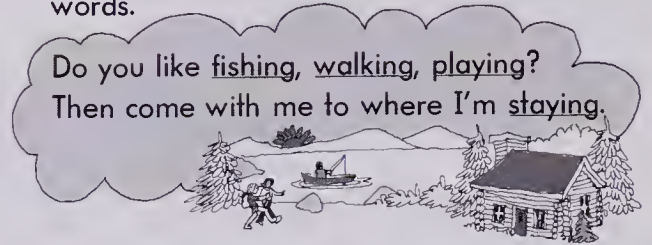
92

Study Helps

1. Read the lines.

Notice the **-ing** endings in the underlined words.

Do you like fishing, walking, playing?
Then come with me to where I'm staying.



Write the underlined words.

Write the words without the **-ing** endings.

The words you have written are called **base words**.

fish + ing = fishing
base word ending

2. Write going.

Write the base word of going. *go*

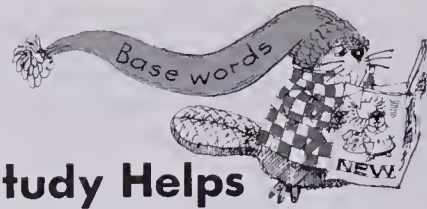
3. Look at these two new words:

makes comes

What do you call each word in the box?

What ending was added to the base word? *s*

Write the words. *makes comes*



By now some pupils may be able to use the word list in their books in the self-correction procedure. In fact, pupils may find this easier than looking at the board and then back to their own books. Suggest that pupils put a piece of paper under each word in the book to highlight one word at a time.

Spelling errors should be examined in terms of accurate auditory perception and pronunciation. Children must be able to hear the difference between them and then before they can be expected to make this distinction in spelling. Words ending in -ing are often carelessly pronounced and therefore a check should be made to determine whether such pronunciation has a negative effect upon spelling.

4. These two words are base words:

give live

Add the **-s** ending to each word.

Write the words. *gives lives*

What vowel sound do you hear in each */i/* word? What letters are used to spell the vowel sounds? *i*

5. Write a word with the **/TH/** sound that rhymes with stem. *them*

Write the **/TH/** word that rhymes with when. *then*

6. Look at the word walk.

What letter must you remember to write? *l*

Why might you forget to write **l**?

What other part of the word might be hard to remember? *the letter a*

Write walk. Add **-ing**. *walking*

Write it again and add **-s**. *walks*

Read the two words you wrote.

You don't hear the **/l/** sound when you say the word.



Sometimes it is easier to spell a word like playing, if you say the two parts as you write.

93

Study Helps

Exercises 1-3: It will likely be necessary for you to teach the concept of *base words*. (Your pupils may be familiar with the term *root word*.) This should be done in relation to verbs such as walk, jump, pick, mark, and others to which the **-ing** ending can be added without any changes in spelling in the base words. The exercises in this section require oral presentation and discussion if they are to be most effective.

Exercise 1: Usually the mispronunciation of *ing* arises from the substitution of **/n/** for **/ng/**. If you have pupils who do not have the **/ng/** sound in their repertory of consonant sounds, you could teach them the sound. Have them hum to **/n/** and then slowly pull the tongue back until they can hear sound **/ng/**, then advance the tongue again until they hear **/n/**. Continue this exercise until the pupils can hear the difference between the two sounds, and

reproduce them at will. Finally have pupils say go in followed by going, listen for the difference in the final sound, and note the difference in spelling.

Exercise 4: Have pupils note that the words give and live are exceptions to the spelling pattern in which the short vowel sound is not usually spelled with an **e** at the end of the word.

Exercise 5: Check for the proper pronunciation of **/TH/**. If any pupils have difficulties with the articulation of this sound, tell them to put the tip of the tongue between the teeth and hum, then add **/er/**, **/em/**, **/at/**, **/is/** and so on.

Using Your Spelling Skills



1. Find other base words, like eat and grow, to which you can add the endings **-ing** and **-s**. Make three lists, like this:

eat eating eats

2. Use the base word in brackets to help you write the correct **-s** or **-ing** word in each sentence.

We like to go (fish) fishing.

She (play) plays with me.

My dog (make) makes a funny sound when he is (walk) walking.

When he (come) comes, she will be (go) going with him.

Write the completed sentences in your book.

3. Complete the sentences to match the pictures.



The trees are blowing in the wind.



The birds are flying away.



The children are reading their books.

94

Using Your Spelling Skills

Exercise 1: You may want to do this as a group activity because of the possibility of pupils writing words that necessitate a change in spelling in the base word. If pupils suggest a word such as run, write running on the board to show that it does not fit the pattern of this group of words. Tell them that they will study this spelling pattern later. Perhaps you will write only the list of base words on the board, and then have pupils write the words with

the endings in their books. Use such base words as ask, help, jump, look, play, walk, want, work.

Exercise 2: Before writing, pupils should read each sentence orally, putting in the right form of the word.

The pupils most likely to have difficulty with this exercise are those for whom English is a second language. If you have any such pupils, give them more practice with other sentences.

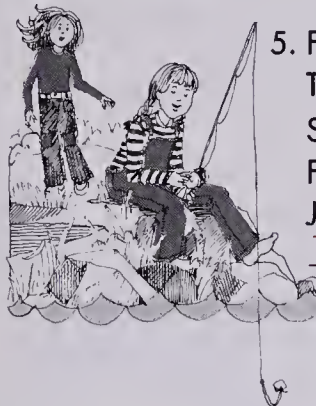
Exercise 3: Be sure that pupils can read the pictures to ensure that they write the correct words.



4. Jelly-Roll wrote another story, but forgot the endings on some base words. Write Jelly-Roll's story correctly.

My friend Jelly-Bear come^s everyday to play.
One day we were play^{ing} in the water.
Then we saw some people walk^{ing} by the water.
Then they started fish^{ing}.
Jelly-Bear and I were afraid.

What did Jelly-Roll and Jelly-Bear do?
Finish the story.



5. Find the list words that fit in the blanks.
The picture will help you. Write the verse.
Sue is going fishing
For fish she will be wishing.
Jan is walking walking,
Then we'll hear them talking.

Unit Test

Say each word carefully as you write the words.

If you misspell a word, write it in your special list.

Study it when you have time.

95

Exercise 4: Suggest that a pupil read orally Jelly-Roll's story exactly as it is written. Have the other pupils decide which words need endings and then write the story correctly. Check the writing to make sure that all words are spelled correctly.

Exercise 5: Have the verse read orally before pupils write it.

Unit Test

Continue to use the unit test to diagnose difficulties in spelling.

Exercise 4: For those pupils who do not write easily, conduct a group discussion of possible endings. When the pupils have suggested and explored a few, let them write the ending of their choice.

Unit 22

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To review and extend skills in spelling inflected forms of words.
- To note and understand that the spelling of some base words is changed before an ending is added, as in riding and swimming.

Pretest

Dictation

This was the only time I could come.

May I come with you?

We were glad that you could come.

I like to go horseback riding.

When are you coming home?

I will be coming home at six o'clock.

She plays well all by herself.

He likes to do puzzles.

Let's go swimming on Saturday.

Were you late for school today?

Spelling errors should be examined carefully to note which pupils had trouble with the spelling of words with endings, and particularly those words in which the base word is changed before the ending. Such pupils should be given extra attention in this unit.

22

was
with
were
riding
are
coming
plays
likes
swimming
for

Pretest

Look carefully at your mistakes.

Which were wrong — the vowels or the consonants?
List the words that you found hard to spell.

96

Study Helps

1. Read this verse.

Max likes running, skipping, and hiding,
But Polly likes swimming, diving, and riding.

Look at these pairs of words: run running
skip skipping

What is added to the base word before the **-ing** ending is added? **n p**

What vowel sound do you hear in the base words? **/ʊ/ /i/**

Write the **-ing** words.

Look at these pairs of words: hide hiding
dive diving

How are these base words changed before **-ing** is added? **The letter e is dropped.**

What vowel sound do you hear in the base words? **/i/**

Write the **-ing** words.

2. In your notebook write the **-ing** word for each of the picture words.



riding



throwing



swimming

Study Helps

Exercise 1: Work through exercise 1 orally with the pupils. You may want to do this exercise with all pupils to ensure that they recognize the relation of vowel sounds to spelling. Although it is not advisable to give "spelling rules," pupils should, by observation, recognize patterns.

For pupils who have difficulty, you may wish to extend each group of words on the chalkboard

so the pattern becomes more apparent. Use words such as:

run	hide
skip	dive
swim	like
stop	make
drop	ride
shut	close

Exercise 2: The middle picture suggests a variety of verbs — run, skip, jump, throw, play. The choice of verb is not important, the spelling is.

3. Write the base words for:

play plays likes like

Now add **-ing** to the base word and write the new word. playing liking

4. Look at these words: play swim.

Say the words. Listen for the two beginning sounds. Notice the two consonant letters together at the beginning. These are called consonant blends.

Say these words and listen for the beginning sounds. Write the words and put a box around the consonant blends.

blue

tree

green

brother

sleep

black

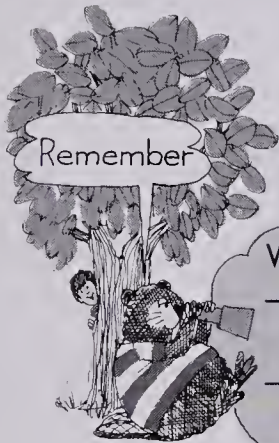
5. Put a list word in the blanks.

The girl likes making a dog house.

The boys were riding their bikes.

Who was with you at the lake?

When are you coming for your lunch?



When you want to add **-ing**,
—in some words the final consonant is doubled, as in swimming;
—in some words the final **e** is dropped as in riding.

97

Exercise 4: If pupils are not familiar with the term *consonant blends*, do this exercise orally. It is important that pupils are not encouraged to say each consonant sound separately. This only distorts the sound of the word so much that it confuses rather than helps the child. Pupils need to be able to hear two or more consonant sounds together in a word so that in spelling they will not omit one of the letters.

For pupils who might have problems, say words such as the following, using normal intonation, and have pupils tell which letters represent the beginning or ending sounds:

play skip blue tree
green sleep brother brown
from fly and so on.

In exercise 4, be sure that pupils do not confuse letter combinations such as *th* and *ck* with consonant blends. Help them to listen to the words and note that

these letters represent a special sound (/ʦ/) or one sound (/k/).

Exercise 5: Remind pupils that the words they put in the sentences must make sense. Sometimes two words will fit; they should choose the one that sounds best.

Remember: Remind pupils that when they are writing and come to a word they're not sure how to spell, if they recall a "Remember" section in their books, they can use it to remind them of how a word might be spelled.

Using Your Spelling Skills

1. Write the word at the left.

Use the letters at the right to change the consonant blend and spell new words.



play	dr	gr	cl	st	pr	tr	dray	stay
							gray	pray
							clay	tray



swim	br	gr	sl	tr	brim	slim
					grim	trim

blue	gl	tr	cl	glue	clue
				true	

start	sm	smart
-------	----	-------



clap	fl	scr	str	sl	sn	tr	flap	slap
							scrap	snap
							strap	trap

brown	dr	cl	cr	fr	drown	crown
					clown	frown

bring	cl	fl	spr	str	sw	st	cling	string
							spring	sting
							fling	swing



2. Use these base words to make new words that fit in the blanks in each of these sentences.

Write the sentences.

play come swim ride like

She likes to play house.

I like swimming in the lake.

Do you like riding your bike?

Here comes Jack.

We like playing ball.

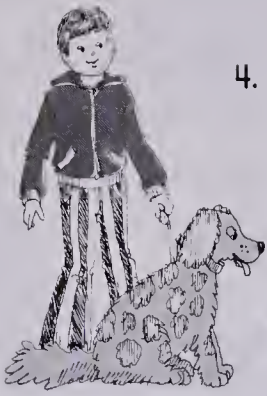


Using Your Spelling Skills

Exercise 1: Tell pupils that this is the same kind of exercise they have done before when they changed the first letter. This time they are to change two or three letters.

Have the completed lists of words read and clarify the meanings of any words that pupils do not know.

Exercise 2: Emphasize that by *new word* you mean *base word* plus ending so that pupils have to choose an appropriate word and add the proper ending.



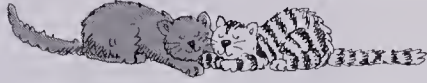
3. Write a question sentence using the word are. *Individual responses*

4. Read each question and then write the answer, using the words under the question. The first one is done for you.

Question: What pets do you have?

dog cats

Answer: I have one dog and two cats.



- Where were you yesterday?
was with *Individual responses*
- What does May like doing?
swimming riding
- Does Sven like to come to your house?
likes coming
- Where are you going?
are for

Unit Test

As you write each word on your test, say it carefully to yourself. Think how to spell each sound.

If you misspell a word, look carefully to see where you were wrong. Then write it in your special list.

99

Unit Test

Exercise 3: Clarify the meaning of "question sentence." Check to see that pupils remember to use a question mark.

Direct pupils to compare their errors with the errors they made on the pretest.

Exercise 4: Have pupils check their work in a group. One pupil might read the question and call upon a pupil to read his/her answer.

Unit 23

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concept of *contractions*.
- To identify contractions in terms of their base words.
- To recognize the meaning and purpose of the apostrophe.
- To apply this knowledge as an aid to spelling.

Pretest

Dictation

Tell me when you can come.
I don't know where it is.
We are leaving in the morning.
I'm so glad that I can go.
Why don't you come too?
It looks as though it's going to snow.
I didn't know what to do next.
That's a good idea.
Who said that we couldn't win?
We found a good place to hide.

When pupils are recording their errors, check to make sure they understand that the omission of an apostrophe is a spelling error.

23

when
where
morning
I'm
don't
it's
didn't
that's
said
found

Pretest

How many words did you get right on this test?

Look at your mistakes. Where were they — at the beginning or the end?

100

Study Helps

1. Read this verse. Look carefully at the underlined words.

I'm happy in the morning
When it's nice and bright.
But I don't like a morning
That's as dark as night.



Did you notice the special mark in each underlined word?

These words are called contractions, and the mark is called an apostrophe.

Contractions are made of two words with a letter left out.

The apostrophe shows that a letter has been left out.

I'm is made from the words "I am."
Which letter is left out? **a**

The word don't is made from the words "do not."

Which letter does the apostrophe stand for? **o**

What words is the word didn't made from?
did not

Study Helps

Exercises 1 and 2: It is probably wise to work through exercises 1 and 2 orally with all the pupils. Help pupils to learn to pronounce the terms *contractions* and *apostrophe*. Read the verse and have pupils say the underlined words. Then work through the rest of the exercise.

Exercise 1: Emphasize that a *contraction* is *one word*. Once the apostrophe is substituted for the omitted letter or letters the two words are joined.

Have pupils write the contractions in exercise 2 and then check their spelling.

With pupils who had difficulty, provide extra teaching at this time. Pay particular attention to contractions such as that's which are often difficult.

2. In your book, write the contractions for:
did not *didn't* do not *don't* that is *that's*
it is *it's* I am *I'm*

3. Write the two list words that begin with the letters **wh**. Listen for the sound that the letters **wh** spell. *when where*
What other question words do you know that begin with the letters **wh**? *what why who*

4. I am hot, but you are cold.

The words hot and cold are opposite in meaning.

Write the list words that are opposites of these words: evening asked lost did
morning said found didn't

5. Look carefully at this word: said.

What vowel sound do you hear? */e/*

In this word, what letters spell the vowel *ai* sound? Write the word.

6. Write the word found.

Circle the letters that spell the vowel *found* sound. Did you write two consonant letters at the end?

We use an apostrophe (') when we write contractions like I'm and it's.

101

Exercise 3: For most sounds a sound symbol has been given, but because the letters wh represent the sound /hw/, this was considered unnecessarily confusing for pupils at this time. Stress the sound at the beginning of the words, but do not attempt to have pupils analyse it at this time.

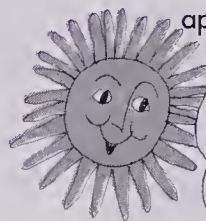
Exercise 4: Review the meaning of "opposites." Have pupils find the list words that are opposite in meaning to those given. Then have them write the words in pairs.

For an extension for some pupils you could have them collect other pairs of words that are opposites.

Exercise 5: Tell pupils that said is a word they have to study carefully because the vowel sound is not spelled with the letter that usually stands for /e/. Pupils should be becoming aware of the irregularities in the spelling of some words and be recognizing that some words must be committed to memory.

Using Your Spelling Skills

1. Write contractions for these words in your book. Be sure to use this mark ('), an apostrophe.



do not *don't* I will *I'll*
 that is *that's* he is *he's*
 it is *it's* can not *can't*
 we are *we're* has not *hasn't*

2. Make a list of other contractions that you find in other books.
 Use these headings.

Contraction	Separate Words
you're	you are



3. Read each sentence and then write the sentences, using contractions for the underlined words.

I am coming home soon. *I'm*

I do not know when I will come back. *don't*

It is not very far from school. *It's*

I think that is a good idea. *that's*

102

Using Your Spelling Skills

Pupils should be able to do these two pages independently. Then check the work individually or in a group situation. Take careful note of pupils who had trouble. Determine if errors are careless, or if they demonstrate a lack of understanding of the concepts.

Exercise 1: Remind pupils that contractions form a single word.

Exercise 3: When pupils have read the sentences, ask them to say the sentence in the words they would normally use in conversation. This activity will link the concept *contraction* with the notion of informality.

Exercise 4: Most pupils should know what a question sentence is but check for pupils who are unsure and review the concept with them.

Exercise 5: If any pupils have difficulties with alphabetical order, review page 86 and then work through this exercise with them.

4. Write question sentences using these words: when where what why.

Individual responses

5. Use the letters in the boxes to change the first letter in the word. Write the new words.

bound
ground
hound
mound
pound
round

found

m b r h p gr

mound hound
bound pound
round ground

Now write the words in alphabetical order.

6. Read this story beginning:

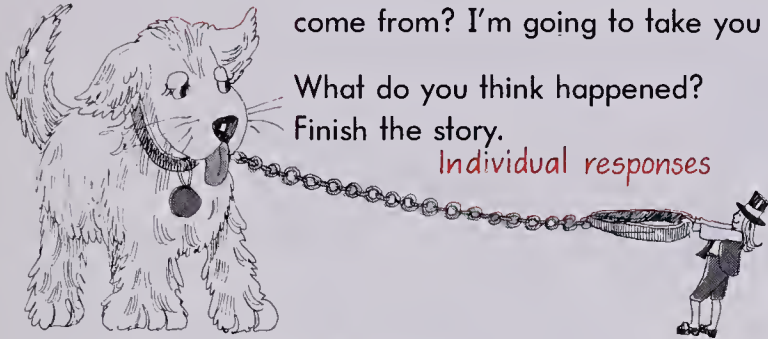
Kiki was a tiny elf. One morning she was out walking. She found a white puppy.

Kiki said, "What are you? Where did you come from? I'm going to take you home."

What do you think happened?

Finish the story.

Individual responses



Unit Test

Think carefully as you write each word on your test.

Did you misspell a word that you also had wrong on the pretest? If you did, you should study it carefully again.

103

Unit Test

Exercise 6: You may wish to discuss the story situations and have several possible endings suggested before pupils begin to write. Such oral discussion helps pupils to enjoy the writing.

Dictate the contractions in sentences to make sure that there is no confusion for pupils.

Continue to stress the importance of spelling, punctuation, and proofreading in any writing situation.

Unit 24

Objectives

- To review and thus reinforce the ability to spell and use in context those high-utility words listed in Units 19-23.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and demonstrate understanding of the /TH/—th sound-symbol relationship.
- To review and demonstrate understanding of the following concepts:
 1. compound words
 2. base words
 3. -ing inflectional endings
 4. contractions

24



Looking Back

1. Look back at your last five pretests and unit tests to see which words you misspelled. If you still need to study them, use the study steps:

Look at the word all by itself.

Say the word carefully.

Think about the way the word sounds and the letters that are used to spell it.

Cover the word and **write** it.

Check the word as soon as you have finished writing.

2. Remember what you have learned about spelling.

Sound	Spelling	Examples
/TH/	th	that then

Write the other words from your spelling lists that have the sound /TH/.

Base Word	Ending	New Word
come	-s	comes
go	-ing	going
swim	-ing	swimming
ride	-ing	riding

Looking Back

Exercise 1: As the pupils review their record forms of pretest and unit test results, spend a few moments with each pupil to refresh your memory of the individual performance. You should then be able to assign specific exercises in this unit for individuals or small groups.

You might also spend a few minutes reviewing with the whole class the study steps. Pay particular attention to the sentence "Think about the way the word *sounds* and the *letters* that are used to spell it."

*With some pupils who are having difficulty, give extra practice:

Say a word (for example, them). Ask pupils what letters spell the first sound — write the letters. Say the word again and tell pupils to listen for the middle sound. Ask what letter spells it — write the letter. Say the word and ask pupils to listen for the last sound. Ask pupils what letter spells it — write the letter. Continue with a few more words.

makes
plays
likes

Write the other words from your lists that have the **-s** or **-ing** ending.

coming
going
fishing
playing
walking

Compound Word	Base Words
birthday	birth day
outside	out side

Write the other compound words from the lists and their base words.

Contractions	Meaning
I'm	I am
don't	do not

it's
didn't
that's

it is
did not
that is

Write the other contractions from the lists and their meanings.

3. Here are some words that you may need to review. Your teacher will dictate them.

said	house	were	give	their
was	them	are	for	took

4. Find the **th** and **wh** words that are hidden in this puzzle. The words may be written across or down. Write the words in your book.



	t	h	e	r	e	t	
	w	h	e	n	r	h	i
	h	e	t	w	h	e	r
	a	m	h	w	e	r	e
R	e	t	w	a	s	i	a
	t	h	r	t			

Down
what
the
them
that

Across
there
when
where

This practice emphasizes to pupils the importance of relating sounds—in the right sequence—and the letters that spell those sounds.

Remind pupils also that, with many words, some sounds in the word are not spelled with the letter that usually represents that sound. They must learn these words carefully. Use said as an example. Ask: What sounds in this word are spelled the way you expect? What sound is *not* spelled the way you would expect?

Assign exercises as needed. If some pupils have no errors in the preceding five units, suggest that they spend some time with their own special word lists, or adding words to the class charts, or making up word puzzles or coded messages. Pupils can also work in pairs dictating to each other some words in the special lists. You may wish to have small groups of pupils, who have completed the same exercise, correct their own work under your direction.

<u>Down</u>	<u>Across</u>
hat	her
he	his
her	am
rat	we
hem	were
	was
	he
	hen
	as
	are



Try to find at least five other words in the puzzle. Write them in your book.

5. Fill in the blanks by spelling the base word, the -s ending word, or the -ing ending word. The first one is done for you. Write the groups of words in your book.

Base Word	-s Word	-ing Word
come	comes	coming
<u>look</u>	looks	looking
make	<u>makes</u>	<u>making</u>
<u>give</u>	gives	giving
live	<u>lives</u>	<u>living</u>
go	goes	<u>going</u>
play	<u>plays</u>	playing
ride	rides	<u>riding</u>
like	<u>likes</u>	<u>liking</u>
walk	<u>walks</u>	<u>walking</u>

6. The base words in the two columns make compound words, but they are scrambled. Find the two words that go together. Write the compound words.

Here is one to get you started:

to goes with day
to make the compound word today.

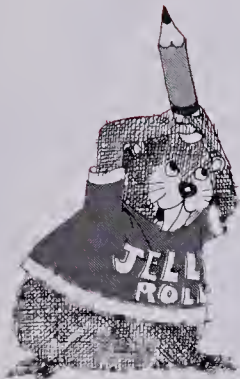
Exercise 5: Check the exercise for pupils who fail to omit the final e in words like make. If you find any, review the rule and give more examples for the pupils to do.

Exercise 6: For pupils who have difficulty abstracting appropriate base words from each column, write the words on the chalkboard and have pupils draw lines from one column to the other indicating the words to be joined. Then have them copy the compound words into their book. Remind them that words may be used more than once.

everything
birthday
sometimes
inside
airplane

Base Words	
every	side
birth	times
some	plane
in	thing
air	day


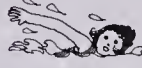





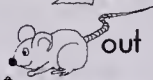




7. Each of Jelly-Roll's sentences has at least one mistake. Find the problem words and then write the sentences correctly.



I'm going home now.
You were there yesterday.
It's time to go riding.
Mary and Jane went for a walk.
She was playing with them.

8. Write these sentences in words, using all the clues.

I like fishing and swimming.
Can you come to my house today?
I can see their mouse outside.
The boys and girls are coming for my birthday party.

I like  + ing and  + ing.
Can  come  my  to + day?
  their  out + side.
The  and   come + ing
 my birth + day party.

107

Unit Test

Exercise 7: Check each pupil's work individually to see whether their proofreading is improving. Discuss any errors with the pupil.

Exercise 8: Check the sentences in the group. You may wish to have individual pupils write a sentence on the chalkboard, have the other pupils decide if the sentence is correct, then compare the sentence they wrote with the one on the chalkboard.

Proceed as before if you have been giving unit tests.

In lieu of a unit test, you may wish to test individual pupils on their lists of problem words.

Special Unit: Easter

Objective

To provide variety in the spelling program and to develop interest in learning to spell words that relate to special days.

Easter

1. Here is a basket of words. Pick out the words that you might use to write about Easter. Write them in your book.



2. Find words in the Easter basket to finish the sentences. Write the sentences in your book.

The Easter bunny paints all the eggs with bright colors.

Then the bunny puts the eggs in a basket.

He hides the eggs at each house.

On Easter morning boys and girls try to find the eggs.

108

Teaching Suggestions

Exercise 1: With some pupils you may want to have each word identified before they choose the ones that are special to Easter.

Have pupils compare their lists.

Exercise 2: The folklore of the Easter bunny may not be known to all your pupils, especially those from non-Christian cultures. You may find it necessary to introduce this exercise after a discussion of ritual gifts familiar to the pupils. The function of the Easter bunny can then be explained and the exercise completed.

3. Read this story.

One Easter it was very, very cold. Snow still covered the ground. No flowers or grass could be seen.

The Easter Bunny looked outside. "Brrr!" he said. "It's too cold to bother about eggs this year."



What do you think happened?

Finish the story. *Individual responses*

4. Write these words to show "more than one": egg basket flower color.
eggs baskets flowers colors

Do you have a different special day in your family? What words do you use for your special day? Write a story to tell about your special day.

Exercise 3: Have pupils read the story beginning. In an oral discussion, have pupils suggest several things that could happen. Have pupils write their own endings.

In another period have pupils share their stories.

You may wish to have pupils who celebrate another special day or who celebrate Easter in a different way share their oral and written stories with the class. Develop special word lists with these pupils.

Unit 25

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To extend skills in identifying base words and adding -ed inflectional endings.
- To hear and identify the sound /hw/.
- To write wh for the beginning sound(s) of words with /hw/.

Pretest

Dictation

I can't do this question.
Let's see who can finish first.
He lived to be ninety-one years old.
I'm glad you played on our side.
Who asked that last question?
Have you looked under the bed?
Please tell me why you did it.
What would you like to do now?
Who are you?
Is this thing yours?

Pupil errors should be examined especially in terms of previous learnings — particularly contractions and -ed endings.

Study Helps

Exercise 1: Review the concept of base words, and remind pupils that sometimes the base word is changed when an ending is added. Recall the -ing ending and ask how the base word run is changed when the -ing ending is added.

Read the verse or have a pupil read it. Write the underlined words on the board and have them pronounced and the -ed endings identified.

25

can't
let's
lived
played
asked
looked
why
what
who
thing

Pretest

How many words did you get right?
List the words that you found hard to spell.

110

Study Helps

1. Read these lines.

Notice the **-ed** endings in the underlined words.

I asked my dad, "What have you cooked?"
He said, "I can't tell until I've looked."

Write the **-ed** word for each of these base words: ask play live look.

Did you write live + **ed** or liv + **ed**?

Write these words with the **-ed** ending: asked played lived looked.

name place scare save

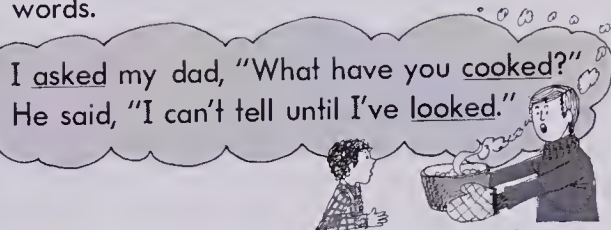
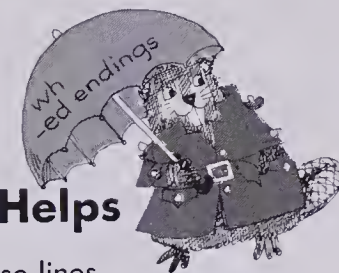
named placed scared saved

2. A good detective asks many questions.
Why? What? Who?
When? Where?

Notice the **wh** beginning in each word.

To ask a question about a person, you would start with the question word who.

Write the **wh** word that you would use to ask a question about:



- a thing **which** • a time **when**
- a place **what** • a reason **why**

3. Write the contraction that means the same as the underlined words:

Let us go out to play. **Let's**

I can not go until I've made my bed. **can't**

What must you remember when you write contractions? **the apostrophe**

4. Write the list words that rhyme with:

bring fly stayed cooked
thing why played looked

5. Write the list words that have the vowel sounds: /a/, /i/, /e/, /ā/, /ī/.

can't asked lived thing

let's

played

why

6. Write three good detective questions using one of these words at the beginning of each sentence: **what why who**

Individual responses

What mark did you put at the end of the questions? **question mark ?**

7. Write three words from your list that could be used in this sentence:

We **lived played looked** in the cabin.

If the base word ends in **e**, drop the **e** before adding the **-ed** ending.

Most question words begin with the letters **wh**.

Remember



III

Exercise 2: Work on this exercise with pupils in an oral situation. Tell pupils that these words are usually used at the beginning of a sentence, and that the sentence is usually a question.

Have pupils say the words and note the beginning sound that is spelled with the letters wh. (Do not confuse pupils by mentioning that the sound is /hw/.)

Ask pupils to give a question beginning with **who**. Have another pupil answer it. The answer should clarify that **who** indicates a person.

For example:

"**Who** dropped the book?"

"**Jon** dropped it."

Proceed in the same way with the other words.

After this, you may wish to have pupils write their own questions using these words.

Exercise 3: Pay particular attention to the contraction **let's**. Most pupils use this contraction without really being aware of the base words from which it is formed.

Exercise 4: When checking the words pupils wrote, ask them how each vowel sound is spelled.

Exercise 6: Have pupils give the questions they write to another pupil to answer. Have the partners evaluate both question and answer and the spelling.

Using Your Spelling Skills

1. Write one sentence that uses both of these words:

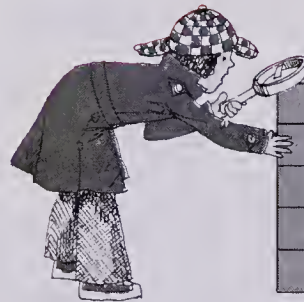


2. Jelly-Roll wrote a *secret message*.
Find out what Jelly-Roll's secret message is by writing only the first letter of each of the words. You will have to figure out where to put spaces between words.

*Come to my
house at
nine o'clock.*

cat out man egg two over
mice yes hat our use sing end
apple ten nice in nest
off cap lap oats cup kiss

3. Be a good detective and find the hidden word that answers each question.
Write the words in your book.



Who?	o m o t h e r d a s
What?	w h t h p a r t y w
Why?	s t b i r t h d a y l h
When?	h t o d a y i n g s
Where?	b r o u t s i d e y

112

Using Your Spelling Skills

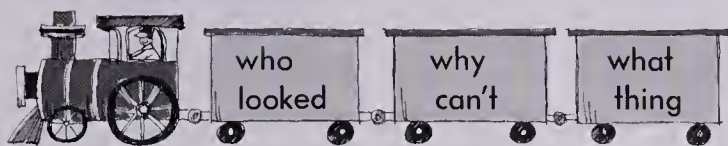
Exercise 2: You may have to help some pupils with this puzzle because no indication is given in the code for word breaks. With these pupils you might write the letters on the board as they give them. Then help them to distinguish individual words.

Exercise 3: After they have written the words, you might have pupils tell what the message would be if it were in a sentence. (For example: *Mother said the birthday party today would be outside; or Mother invited us to a birthday party today. She said it would be outside.*)

Exercise 4: Check each pupil's questions to see if they have been properly proofread.

Since the scope of the questions is unlimited, encourage interesting, even humorous, questions.

4. Write one question for each pair of words:



Check your spelling and punctuation.

Individual responses

5. Choose the right word from the brackets to make a correct sentence.

Write the sentence in your book.

- Yesterday I (play, played, playing) _____ ball.
- Who (asked, asking, ask) _____ you to come?
- We (looks, looking, looked) _____ everywhere.
- They are (lived, living, lives) _____ on a farm.
- She got two (thing, things, anythings) _____ for her birthday.



Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

113

Unit Test

Exercise 5: This exercise is particularly useful and exacting for pupils whose native language is not English. You may have to teach them more than spelling when you discuss it up with them.

Have pupils check this exercise in a group. Have each sentence read orally. Caution pupils to enunciate clearly.

Compare the number and types of errors on the unit test with those on the pretest.

Unit 26

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

To further extend skills in identifying base words and adding -ed endings.

Pretest

Dictation

We named Kim as our captain.
Everyone liked our party.
I'm glad that you could come.
He said that he would go.
We looked into the big black box.
Can you run very fast?
Did you see that huge airplane?
We rode in the back of a truck.
Someday I will have a big racing car.
Where did you put my lunch?

26

named
liked
could
would
into
very
airplane
truck
car
put

Pretest

How many words did you get right? Where did you make your mistakes? List the words that you found hard to spell.

114

Study Helps

1. Read these lines. Write the three "travel" words.

If I could travel near or far,
I'd go by airplane, truck, or car.

2. Which "travel" word is a compound word? Write another list word that is a compound word. *into*

3. Write the base word for each of these -ed words: named liked.

Notice how -ed is added to these words that end with the letter e:

name + ed = named

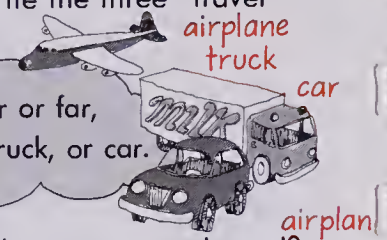
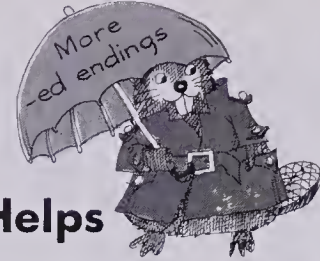
like + ed = liked

How do you change the base word?

Drop the letter e before the ending.

4. Write the two list words that rhyme. As you say each word to yourself, look closely at the spelling.

could would



Study Helps

Assign exercises only to pupils who had errors on the pretest. Other pupils can proceed directly to "Using Your Spelling Skills" or can study their problem or extension word lists.

Exercises 1 and 2: Pupils should be able to complete these exercises independently. Check first that everyone remembers what a compound word is.

Exercise 3: Review briefly the concepts of base words and the addition of inflectional endings. More specifically, ask pupils to recall the word lived from Unit 25.

Ask: What was its base word?
How did you change its spelling before you added the -ed ending?
Why?

What two letters are at the end of each word? *ld*

What one consonant sound do you hear at the end of each word? */d/*

Try to picture each word in your mind.

Say each word.

Cover each word and write it.

Check it.

Were you right? If not, try again.

5. Write the two list words that have consonant blends. *(truck airplane)*

Remember

6. Write the sentences.

I put my toy *car* *i n t o* the



box



airplane

An *airplane* can go *v e r y* fast.

Where did you *p u t* my *truck* ?

When you add **-ed** to a word ending in **e**, one **e** is dropped.

115

Compare lived with the two new list words, named and liked, in terms of the base words. Ask: *Do we change the base words in the same way before we add an inflectional ending beginning with a vowel?*

Exercise 4: Spend time with pupils who misspelled would and could on the pretest. Work through the exercise with them and emphasize the study steps.

Exercise 5: Review the term *consonant blends* and remind pupils that consonant blends can be at the beginning, at the end, or in the middle of words.

Exercise 6: Remind pupils that the broken lines indicating the missing word are a clue to the number of letters in the word and this, with the sentence context, will help them to choose the right word.

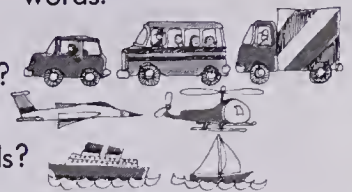


Using Your Spelling Skills

1. Find other "travel" words.

Can you find:

- land travel words?
- air travel words?
- water travel words?



List the words in your book. Make sure you have the right spelling for each word.

2. Dictation: Your teacher will dictate these sentences for you.

I put my car into the truck.

Would you like to be named Fluffy?

An airplane can go very fast.

He said that he would put it away if he could.

Check the spelling of each word.

3. Finish this sentence in three different ways:

If I could, I would _____. *Individual responses*

4. Use all the clues to solve the Travel Puzzle.

Write your answers in your book beside the right numbers.

Notice that number 8 has two answers, down and across.

116

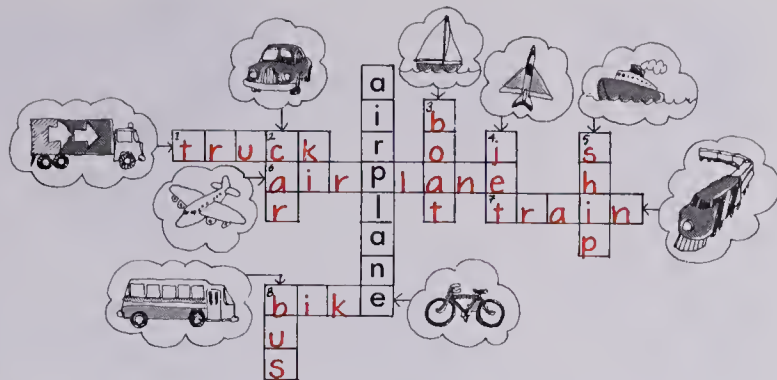
Using Your Spelling Skills

Exercise 1: You may wish to add other categories: for example, space travel or city travel.

Rather than having all pupils compile individual lists of all categories, you could organize the class into interest groups. Each group would be responsible for one category. The words could be put on a large chart and illustrated if pupils so choose.

Some pupils will choose to make their own individual lists of *travel* words that interest them.

Exercise 2: Dictate one sentence at a time. After each, have pupils check their writing by using their books. Supervise the checking to ensure that pupils are finding any omissions they have made such as punctuation marks. This will help you determine whether they are proofreading their work carefully.



5. Write the -ed words.

name + ed = n a m e d

like + ed = l i k e d

live + ed = l i v e d

play + ed = p l a y e d

ask + ed = a s k e d

6. Make two compound words out of these four words: to plane in air.

airplane into

7. Write a story about travelling in these three things:



Unit Test *Individual responses*

Say each word carefully as you write the test.

If you misspell a word, write it in your special list.

117

Exercise 3: Have pupils share their "If I could, I would ..." sentences.

Exercise 4: Some pupils will continue to choose to draw the puzzle in their notebooks and then fill in the spaces. Others will decide to write only the words in their books. Write the answers on the board so pupils can check their own spelling.

Exercise 7: Remind pupils to proofread their stories. Have pupils share their writing either by reading it aloud to a group, or by posting it, or by placing it in the Reading Centre. Ensure that all spelling and punctuation is correct before the writing is made available for reading by other pupils.

Unit Test

Allow pupils to do their own checking by using their books. Supervise the self-correction.

Unit 27

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ou/ as in cow.
- To write ow which spells /ou/ in words such as how and now.

Pretest

Dictation

Where did you go to school last year?

Most children like school.

Show me how you did this question.

I will meet you after school.

Are you ready to go right now?

I had to get help from my teacher.

Don't you just love doing magic tricks?

Everyone was happy with the show.

The grass has turned brown.

We expect to go to town on Saturday.

27

school
children
how
after
now
teacher
love
happy
brown
town

Pretest

How many words did you get right?
List the words that you found hard to spell.

118

Study Helps

1. Read these lines:

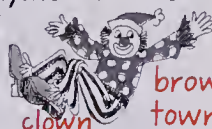
How the children loved this happy clown;
Look, now here he comes into our town.

Say the underlined words. Listen for the vowel sound.

Notice that the vowel sound /ou/ is written with the letters **ow**.

2. Write the list words that rhyme with the picture words.

how
now



brown
town

3. Look carefully at the word school.

Say the word.

Notice how the beginning sounds are spelled.

What letters spell the consonant sound /k/? **ch**

Now cover the word and write it in your book.

Did you spell it correctly?

Write two list words that tell who is in a school. **children teacher**

Study Helps

Exercise 1: Have pupils read the verse in unison. Then have them say the underlined words. Write the words on the board and have pupils mark the letters that stand for the vowel sound.

Exercise 2: Have pupils write the words. Check their spelling. Some pupils may choose to make lists of other words in which ow spells /ou/.

Exercise 3: Although most pupils will know how to spell school, you might point out to all pupils that, in this word, the letters ch represent /k/. Ask: *Do you know any other word in which /k/ is spelled with the letters ch?* (for example: scheme, schooner, scholar).



teacher



happy



school



children

4. Write the spelling words that fit these pictures:

5. Say the words: children teacher.

What special sound do you hear at the beginning of children? /ch/

Where do you hear the sound /ch/ in teacher? in the middle

What letters do you use to spell the sound /ch/? ch

6. Write the list word that rhymes with each word: above pool down cow.

love school town now

7. Say the word: children. brown how

How many parts do you hear? two

Write four list words in which you hear two parts. after teacher happy children

Remember



8. Write a list word in which you hear the vowel sound /ē/. teacher (or happy)

When we say /ou/ as in how and down, we often spell it **ow**.

Exercise 4: Help pupils to identify the picture words before writing.

Exercise 6: Continue to draw the attention of pupils to the requirement that rhyming words have the same spelling for the common elements.

Exercise 7: Review syllables (two parts). With some pupils have them tap for the two parts. Have pupils identify the two-part words before they write. Check pupils' spelling.

Exercise 7: It is not important to determine where the break between the syllables occurs but

simply that there is one. Breaking the word into child- and -ren has the advantage of keeping the connection between child, (singular) and children (plural) clear and memorable.

Exercise 8: Have pupils circle the letters ea that spell /ē/ in teacher.



Using Your Spelling Skills

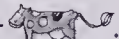
1. Make your own lists of school words.
List the things that are found inside the school.
List things that are found outside on the playground.

2. Write the list word that fits the blank in each of these sentences:

He stayed after school to help the teacher.

These children love their teachers.

Now we can go home.

3. Write the words that have the same vowel sound as the word for  cow

town now row how
frown tow two throw

4. How many list words can you find by looking across and down in this puzzle?

Write them in your book.

Down
town
now
after
love
now

t	h	a	p	p	y	s
o	w	f	l	o	v	e
w	n	t	o	w	n	l
n	o	e	v	h	o	w
p	w	r	e	s	w	n

Across
happy
love
town
how

120

Using Your Spelling Skills

Exercise 1: You may wish to have pupils choose just one of the two categories for their individual lists. Or you may wish to break the categories into smaller ones and have pupils choose one of these.

As pupils are working on their lists, check their spelling. You might once again remind pupils of sources in the classroom that they can consult for the spelling of a word.

Exercise 3: When checking this exercise, draw pupils' attention to the fact that row has two pronunciations and two meanings. Since both words are in common use in classrooms, most pupils will be familiar with them.

Exercise 5: Review alphabetical order with pupils who are having some difficulty with the concept. Work on the board with these pupils. Ask them to write the first letters of *all* the words first. Have them look at an alphabet; you might use the one on page 86. *Which letter comes first in the alphabet? Which word comes first in alphabetical order?* Have a pupil write the word on the board. Continue in this fashion, having pupils write the words in a column so they can see the order of the first letters.

after
brown
children
happy
love
now
school
teacher

5. Do you remember alphabetical order? If not, look back to Unit 19.

Write these words in alphabetical order:

school children after now
teacher brown happy love

6. Write one sentence for each pair of words.

happy teacher

love children

Be sure to check the spelling of all the words that you wrote. If you find a word that you misspelled, be sure to write it correctly.

7. Help Jelly-Roll find the spelling mistake in each sentence. Write the sentences correctly.



The teacher had many ^{children} child.
I ^{know} now how to do it.
The little girl ^{was} saw very happy.
Is that ^{their} there teacher?

Unit Test

Say each word carefully to yourself as you write the test. If you misspell a word, write it in your special list.

121

Exercise 7: Do the exercise orally with the pupils. The errors in sentences 1-3 should be apparent if pupils read the sentences aloud. Sentence 2 might cause confusion, but all children will know, on hearing or saying it, that the second word is incorrect. It just doesn't make sense in English to say "I /nou/ /hou/. . . ." The words "how to do it" provide a further clue to the word know.

The error in sentence 4 cannot be detected orally. Therefore, pupils must recognize that Jelly-Roll has written the wrong word — there instead of their.

Unit Test

Remind pupils that carefully saying a word you want to spell often helps you spell it correctly. (Saying a word is particularly helpful for young children in getting the sequence of sounds correct.)

Unit 28

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the consonant sound /s/ as in nice or place.
- To write the letter c which spells /s/ in words such as nice or place.

Pretest

Dictation

The elephant is a huge animal. We saw a rabbit running across the field.

We saw many animals at the circus.

It would be nice to work in the circus.

Let's go back to my place now. I would like to have a bunny rabbit.

It takes a brave person to be a lion tamer.

This is all the money I have.

Throw the ball to me.

We slid down the steep hill.

28

elephant

rabbit

circus

nice

place

bunny

lion

all

ball

down

Pretest

How many words did you get right?
Where did you make your mistakes?
List the words that you found hard to spell.

122

Study Helps

1. Watch for the animal words as you read this verse:

I like an elephant, and a lion is nice,
But a bunny is funny, and so are mice.

Say the words for these animals:



How many parts do you hear in the word lion? 2

What vowel sound do you hear in the first part? What letter do you use to spell that vowel sound? /i/ i

What vowel letter do you write in the second part? o
Write the word.

Write the word: elephant.

Where do you hear the consonant sound /f/ in the word? What letters spell /f/? ph
You may have to use the study steps with these words. the middle

Study Helps

Exercise 1: Work on this exercise orally with all pupils as a review and extension of the concept of syllables. In previous lessons, syllables were designated only as "two-part" words. In this lesson, the idea that vowel sounds determine the number of syllables is just introduced. Do not over-emphasize this at this time; the introduction to the idea is sufficient.

Many children will have difficulty realizing that a short word like lion is a two-syllable word. They have likely equated syllables with longer words. It is important, therefore, that they hear the two vowel sounds (li'ən). Do not distort the pronunciation of the second syllable—it is not, in normal intonation, pronounced (on) but has the schwa vowel sound (ə). For this reason pupils are not asked what the vowel sound in the second syllable is, but only what vowel letter is used.

2. Write the two words that you could use to name this animal:

rabbit
bunny



How many parts do you hear in each word? 2

3. Look closely at these words and say them to yourself:



mice



race

Write the list words that rhyme with mice and race. nice place

What consonant sound do you hear at the end of each word? /s/

Notice that the letters **ce** spell the consonant sound /s/ at the end of these words.



4. Write the list word that tells where you might see an elephant or a lion. circus

Say the word: circus.

How many parts do you hear? 2

What consonant sound do you hear at the beginning? What letter spells this sound? /s/ c

What sound do you hear at the end? /s/

What letter spells this sound? s

Use the study steps with the word circus.

123

You might want to extend and reinforce the concept that in every syllable there is a vowel *sound* by using the other two-syllable list words: rabbit, circus, and bunny.

Exercises 3 and 4: Remind pupils that not all words are spelled with the letters they might expect from the sounds in a word.

Say the word mice. Ask pupils what letter stands for the first sound; write m on the board. Ask what letter you should write next; write i. Then ask what letter they might expect to write next. (Pupils should answer s because of the sound.) Ask if anyone knows how the last sound is spelled. If no one does, write the letters ce.

Ask pupils to find a list word that rhymes with mice. Have someone write it on the board. Do the same with the word race.

Work through exercise 4 with the pupils. Be sure they notice that in the word circus /s/ is spelled with both c and s and /k/ is spelled with c.

Remind them to use the study steps with this interesting word.

Some pupils may want to start a list of words in which /s/ is spelled with the letter c.



5. Say the words: all and ball.

What vowel sound do you hear in these words? /o/

What vowel letter do you use to spell this sound? a

Write the words. Put a circle around the double consonants. all ball

Sometimes we spell /s/ at the end of words with the letters **ce**.



Using Your Spelling Skills

1. Make a list of animal words that you know.

Perhaps you could make two lists, such as Tame Animals and Wild Animals.

Individual responses

2. Match the rhyming words and write each pair in your notebook.

town
down
rice
nice
all
ball

place
face
funny
bunny

town ball funny nice
rice place face bunny
all down



3.

Write the picture word. *mice*

Write new words by changing the first letter to n, d, r, l. *nice dice rice lice*

Using Your Spelling Skills

Exercise 5: Tell pupils that here are two more words in which a sound is not spelled with the letter they might expect.

Remind them also that, even though they hear just one consonant sound /l/, they must write two letters.

Exercise 1: Develop individual or class lists. Pupils may suggest other categories for animal names.

Exercise 3: Be sure that pupils recognize the picture word (mice, not mouse) before they substitute the initial letter. Have a pupil write the new words on the board; have other pupils check the spelling on the board, and then on their own lists.

Exercise 4: Review the term *consonant blend*. Be sure pupils understand that in this exercise they must substitute the first two letters with two other letters (place→brace), or with one letter (place→race).

Have pupils read the new words. Briefly discuss the meanings of any words with which pupils may not be familiar (for example, brace, grace).

4. Write the word: place.

Write new words by changing the
consonant blend pl to:

br gr sp tr r f

brace grace space trace race face

5. Write the picture words:



Now write the words in alphabetical order.



Write some sentences about the picture.
Check the spelling of each word.

Individual responses

Unit Test

Your teacher will dictate all the list words in
this unit.

If you misspell a word, write it in your
special list. Use the study steps to learn the
spelling.

125

Exercise 5: If pupils need help in
identifying the picture words, it
might be sufficient to tell them
that the words rhyme with all.
Refer those uncertain of alphabet-
ical order to page 86.

Exercise 6: If you can, casually
check pupils' writing, and espe-
cially their proofreading, to see if
they are becoming more "spell-
ing conscious."

Have pupils share their sentences
by reading them aloud.

Unit Test

Check each pupil's test. You will
want to discover if any pupils are
having difficulty with

- /s/ spelled with c
- e at the end of words such as
nice and place
- the vowel letters in two-
syllable words
- double consonants

If there are errors, in any or all of
these areas, provide reteaching
and extra practice at this point.
Remember that the sooner a prob-
lem is recognized and dealt with,
the easier it is to solve.

Unit 29

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify syllables.
- To apply the knowledge of "sound parts" of a word as an aid to spelling words of more than one syllable.

Pretest

Dictation

How many children are there in your family?

Those are beautiful flowers.

Where did you find them?

My little sister found them.

We have a fluffy little kitten.

Who owns all of these things?

My favorite season is spring.

I wrote a long letter to my friend.

My sister went to the school dance.

She looked very pretty in her new dress.

29

family
flowers
find
little
kitten
things
spring
letter
dance
pretty

Pretest

How many words did you get right?
List the words that you found hard to spell.

126

Study Helps

1. Sometimes it is easier to spell a long word if you listen for its parts or syllables.
Listen for the two parts in each of the underlined words in the verse.

Did you see my pretty, little kitten?
She tore my letter and she stole my mitten.

Say each word and listen for its two syllables:

lit•tle

kit•ten

let•ter

pret•ty

flow•ers

Now say each word to yourself and write it in your notebook.

Notice that every syllable contains a vowel sound.

2. One of your words has three syllables.
Write the word for:

f a m i l y



Study Helps

Exercises 1 and 2: These exercises emphasize that syllables are parts of words, in each of which one vowel sound is *heard*. Stress that it is the vowel *sound* that determines syllables, *not* vowel letters.

Pupils must have opportunities to say, and to listen to others say, words of more than one syllable. They need to hear the vowel sounds in such words. If pupils can become proficient in hearing the "sound parts" of words, this will be an aid to spelling words of more than one syllable.

3. Write the list words that start with the same first sound as:



find

and

5

five



letter

and



lake

lamp

4. What is the last sound in nice and place? /s/
How is it spelled? *ce*
Write the list word that also uses the letters **ce** to spell /s/. *dance*

5. Write the words that have the letters **ing**.

things spring

6. Write three list words that have consonant blends. Underline the letters that spell the consonant blends.

*flowers
spring
pretty*

7. Write the list words in which you see the letters **tt**. *kitten letter pretty*

Say each word.

How many "t-sounds" do you hear? *one*

8. Write two list words to describe each picture.



pretty flowers



little kitten

Most long words can be broken up into parts called syllables.
Every syllable contains a vowel sound.

127

Work through exercise 1 orally with all pupils who need this help. Although the syllables in words such as pretty and kitten are divided between the double consonants, remind pupils that only one t-sound is heard. Do not have pupils say "kit" and "ten" because this practice distorts the natural sound of the word.

In exercise 2, be sure pupils can hear the three syllables in family. Again ask pupils to tell how many vowel sounds they hear as you pronounce the word slowly.

Exercise 5: If you check this exercise orally, listen to the pupils' pronunciation of ing and help those who still have difficulty with /ng/.

Exercise 6: Pupils may not recognize that spring has three consonant letters at the beginning, and that this combination could also be called a consonant blend.

Using Your Spelling Skills



1. Your teacher will dictate these sentences to you.

My little kitten likes pretty flowers.

Did you find your things?

Their family went to the spring dance.

Check the spelling of each word. If you misspelled a word, look at it carefully. Where was it wrong — at the beginning, in the middle, at the end?

Write the word in your special list.

2. Make new words by finding a missing letter for each box. The first is done for you. Write the answers in your book.

letter — **b**etter

find — **k**ind or **b**ind

things — **S**ings or **w**ings or **k**ings

spring — s**t**ring

kitten — kitten**S** (or other words that fit the pattern)

3. Find the missing letters for these list words.

Write the words in your book.

l i t t e

l e t t e r

k i t t e n

p r e t t y

128

Using Your Spelling Skills


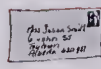
Exercise 1: Some pupils may still find sentence dictation difficult to write and difficult to check. Watch these pupils closely to see that they are keeping up with the rate of your dictation. If necessary, dictate only one sentence and check it before you proceed to the next one. Allow adequate time for writing and checking in order to stress complete sentence accuracy in terms of handwriting, capitalization, spelling, and punc-

uation. It would be a good idea to list these points on the chalkboard before pupils begin to write or to correct their sentences.

Exercise 2: Make sure pupils understand that they are to substitute another letter for the boxed letter of each word given. Remind them that they have done this type of exercise before but have always been given the letter(s). (For example: Change the first letter in find to k and b.) In this exercise, they have to decide what letters will make new words. With some pupils you may have to suggest a few letters that they might try to see if they make words they recognize.

4. Use the clues to write a complete sentence.

My little  can  .
My little kitten can dance.

My  got a  .

My family got a letter.
 u find my thing + s?

Can you find my things?

5. Write the list words that mean:

- the people who live together **family**
- after winter **spring**
- the part of a plant that can be beautiful colors **flowers**
- what the mail carrier brings **letter**
- a baby cat **kitten**
- tiny **little**
- move the feet to music **dance**

Unit Test

Think carefully about the sounds and letters in each word.

Make your letters carefully.

Check the spelling carefully.

If you misspell a word, write it in your special list.

129

Unit Test

Exercise 4: Check the spelling and punctuation of the sentences pupils write.

Exercise 5: Have pupils check their answers in a group. You might have one pupil say the word for the first meaning and then spell it; the other pupils can then check their own spelling. Caution pupils to listen carefully to the way the word is spelled orally to make sure it is correct. Continue with the rest of the words.

You might remind your pupils again to say the word you dictate softly to themselves and to think carefully about the sounds and letters as they write.

You should look at these test results to see if any pupil has made an error in words with the double consonant t, or with omitting letters because they are not hearing syllables accurately.

Provide reteaching as necessary.

Unit 30

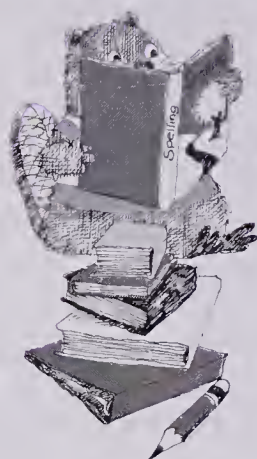
Objectives

- To review and thus reinforce the ability to spell and use in context those high-utility words listed in Units 25-29.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and demonstrate understanding of the following sound-symbol relationships:
 1. /ou/—ow as in cow
 2. /s/—c as in mice
- To review and demonstrate understanding of the following concepts:
 1. -ed inflectional endings
 2. syllables
 3. wh words

30



Looking Back

1. Look back over your last 5 units and write the words you found hard to spell.

Remember to use the steps
LOOK SAY COVER WRITE CHECK
if you want to study a word.

2. If words with **-ed** endings were hard to spell, remember these examples:

Base Word	Ending	New Word
walk	ed	walked
ask	ed	asked
like	ed	liked
live	ed	lived

What do you notice about adding **-ed** to base words that end with **e**? *The final e is dropped before the ending.*
Write the new word for each of these:

play + ed *played* hike + ed *hiked*
look + ed *looked* tame + ed *tamed*
name + ed *named* work + ed *worked*

3. If you have trouble spelling words like nice or place, remember that the consonant sound /s/ is written with the letters **ce**.

130

Looking Back

Exercise 1: A major portion of each pupil's time and effort should first be devoted to a study of those words that have previously been identified as problem words. A direct attack upon these words is necessary before any review exercises are attempted.

The review exercises are intended for all pupils whether or not they had spelling errors in the previous five units. The reinforcement of learnings and skills can help them to become automatically good spellers and to develop a "spelling consciousness."

<u>Sound</u>	<u>Spelling</u>	<u>Examples</u>
/s/	ce	mice dance race face

Now write the words you have trouble with.

4. Do you have trouble with some contractions? We make some words shorter by taking out one or two letters and putting in an apostrophe (').

<u>Two Words</u>	<u>Contractions</u>
I am	I'm
let us	let's
can not	can't

Now write the contractions for these

words: it is **it's** that is **that's**
do not **don't** did not **didn't**



5. Do you remember how to spell question words?

What letters do they begin with? **wh**

Write the question word you would use in these sentences:

When can we leave for the show?

Where did you put my letter?

Who will dance with me?

What will you do in the spring?

Why did the family cut the flowers?

131

Exercise 5: Review the term *question words*. If some pupils have difficulty deciding which word to use with each sentence, have them try each word and decide whether it "sounds right" or "makes sense."

For example:

(who) can we leave for the show?

(what) can we leave for the show?


(when) can we leave for the show?


(where) can we leave for the show?


(why) can we leave for the show?


Although only the first sentence above is *incorrect* for English language patterns, there is just one sentence that really fits our normal speech patterns (number 3).

6. Write the words that have the same sound as the letters:

ow in  flowers:
school town now low tow how

c in  mice:
cup nice place truck dance sing

a in  cake:
named rabbit place played can't

y in  bunny baby:
my bunny very why pretty happy

7. Match the beginning letters with these word endings to see how many words you can make.

Beginning letters

m, n, l, r,
f, pl

Word endings

ice mice nice
lice rice
ace mace lace
race face
place

8. Some words are hard to spell because they are not written the way they sound. You may have to study carefully to remember how to spell words like school, elephant, or circus.

Remember the study steps:

LOOK SAY COVER WRITE CHECK

Exercise 6: Have pupils who need such help read the whole group of words orally, and then decide which ones have the right sound for the exercise. Check their spelling.

Exercise 7: Suggest to pupils that they say each word they construct aloud. In this way they can check the words for correctness with their speaking vocabulary.

Exercise 9: Allow only pupils who have become proficient in these proofreading exercises to complete this exercise independently. With the other pupils, have them read one sentence at a time and discuss which word(s) they think are misspelled and why they think so. (For example: "I lake flowers . . . " just doesn't make sense, and if we say "I like flow-ers," we have to say " . . . and other pretty things.")

Immediately after discussing each sentence, have pupils write it correctly.

9. Read Jelly-Roll's sentences to yourself.
Find words that are not used or spelled right.
Write each sentence correctly.



^{like}
• I lake flowers and other
pretty thing ^{things}
• ^{My} May kitten loves to play
with the all ^{ball}
• He cant go to the circus
because he is to litle ^{too} ^{little}

10. Write the list words that answer these riddles:

- ➡ Some of them have many wheels.
They carry heavy loads. trucks
- ➡ It is a place where people live.
It has stores, schools, and houses. town
- ➡ It can pull heavy loads.
It has a trunk.
It eats hay. elephant
- ➡ You can see many animals here.
The animals do tricks and other
amazing things. circus
- ➡ It has a loud roar.
It is happiest when it is at home, not in
a circus. lion

133

Unit Test

Exercise 10: You might vary this exercise by pairing pupils and having them read the riddles to each other. The "listening" pupil writes the answers and the "reading" pupil checks for correctness and spelling.

If you have been giving review tests, record the results. Compare with the previous review tests to see if pupils are improving.

It would be desirable to administer individualized review tests based on each pupil's accumulated list of problem words. Pupils may be able to work in pairs and administer the tests to one another, or you might have those who have had no errors dictate the word lists to those who did have problems.

Unit 31

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /i/ as in night.
- To write the letters igh to spell the /i/ in words such as night.

Pretest

Dictation

Our grass is covered with snow.
The grass will get green in the summer.

Summer is a long way off.

It takes a lot of water to keep the grass green.

Let's watch television.

What do you want to do?

The best programs come late at night.

I might be able to stay up late.

Are you really going to do it?

Who are all of those people?

Check test results carefully and make notes on the words that pupils misspelled. This will help you to assign exercises and to give extra attention to certain pupils when they are studying particular words.

Pay particular attention throughout the unit to both pronunciation and careful visual scrutiny of each word.

31

grass
summer
long
water
watch
want
night
might
really
people



Study Helps

1. Jelly-Roll wrote a verse.

Read it and look carefully at the underlined words.

In the dark of night
I awoke in a fright.
And try as I might
I just couldn't find the light.
Then I turned to the right
And was I happy at the sight
Of my dad!



Pretest

How many words did you get right?

Did you misspell a word? Where was it wrong?

Say the underlined words. What vowel sound do you hear? /i/

Notice that the vowel sound /i/ in these words is spelled with the letters **igh**.

Write the list words that have /i/.

night might

2. Say these words:



watch



water

134

Study Helps

Exercise 1: Read the verse and discuss the meaning briefly. Most pupils will recall a similar personal experience in which a bad dream woke them up.

Have pupils say the underlined words. Write them on the chalkboard. Have the vowel sound identified and the letters **igh** circled in the words on the board.

Tell pupils that just a few words have this spelling pattern for /i/ and that they must study and remember the words that are spelled in this way.

Have the list words with igh written and the letters circled.

What vowel sound do you hear? /o/

What vowel letter do you write? a

What is the last sound in watch? /ch/

Notice that, in this word, the sound /ch/ is spelled with the letters **tch**. Can you hear the consonant sound /t/? no

Write another list word in which /o/ is spelled with the letter a. water or want

3. Say the word: really.

How many syllables can you hear? 2

What vowel sounds do you hear? /ē/

What letters spell the first vowel sound /ē/? ea

What letter spells the second vowel sound /ē/? y

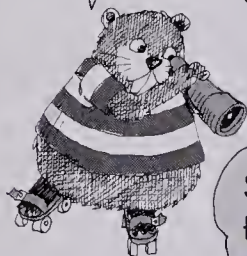
Write the word again in two parts like this: real ly

Say the word: people.

What vowel sound do you hear? /ē/

What vowel letters spell the vowel sound /ē/? eo

Remember



4. Write the list words that have double consonants. grass summer really

Which word also has a consonant blend? grass

Sometimes we use the letters **igh** to spell the vowel sound /ī/.

135

Exercise 2: Have each word pronounced carefully. Have the words written on the chalkboard and discuss the words as outlined in the book.

*You will have noticed that, in this *Teacher's Edition*, the suggestions for helping pupils remember the spelling of words such as night and watch have not mentioned "silent letters." It is more helpful to pupils to emphasize that, for example, "in these words the letters igh spell the vowel sound /ī/." This emphasizes *spelling* and visual memory of letter sequence. It also helps pupils to become aware that many words in English are not spelled in a one-to-one correspondence between sound and letter.

Exercise 3: With some pupils, as well as looking at particular sounds and letters as in the exercise, supervise the use of the five-step study method with these two words. Pay particular attention to the eo spelling of /ē/ in the word people and the ple spelling of the word ending.



Using Your Spelling Skills

1. Make a special collection of words that begin with the letters **wa** but have the vowel sound /o/. Here are two to start your list: wall wand.

Individual collections

2. Find a list word that goes with each word. The pictures will help. Write the word pairs in your book.



3. Write these words in alphabetical order:
people night grass long might grass
long
might
night
people
4. Find a list word that rhymes. Write the rhyming lines in your book.
 - Tim sang a song
That was much too long.
 - The cats began to fight
In the middle of the night.
 - It was hard to pass
In the tall green grass.

Write two rhyming lines of your own.

Using Your Spelling Skills

Exercise 1: You may wish to have some pupils make a list of wa words and another group make a collection of igh words.

Exercise 2: Be sure pupils realize that they are to write both the word in the book and the picture word, such as green grass, many people, and so on. Tell them that the last example does not follow the same pattern; the list word precedes the word in the exercise (long rope). With some pupils, have them give the responses orally before they write.

Exercise 3: With some pupils work with them as they decide on how to arrange the words in alphabetical order. Have them write only the beginning letters on the board. Then, by looking at an alphabet (page 86), decide which letter comes first in the alphabet, which next, and so on. Then have the words written in the right order.

Exercise 4: Have pupils share the rhymes and especially their own rhymes. If some pupils have difficulty writing rhyming lines, work with them on the board. Encourage them to think of any pairs of rhyming words (not necessarily related to the list words) and then ask what *idea* is suggested by the words. Have several suggestions for lines given.

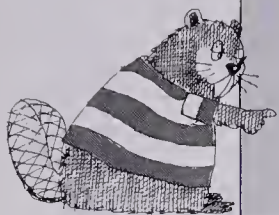
5. Your teacher will dictate these sentences to you. Try to spell each word correctly.

- The people wanted to watch the water show.
- One night I really was scared.
- We might go to the lake this summer.

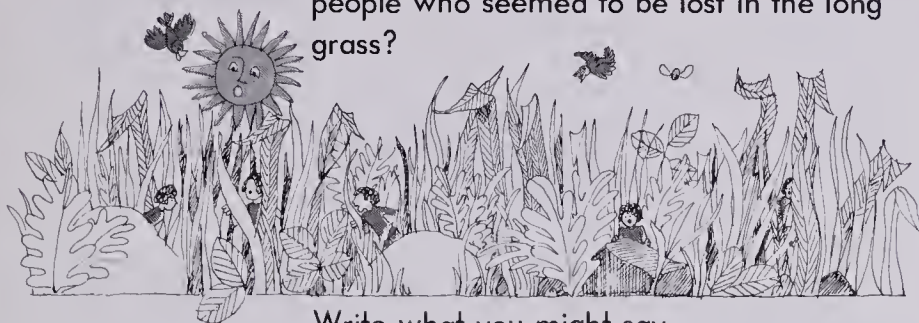
Check your own spelling.

Did you put a capital letter on the first word?

Did you put a period at the end?



6. What would you say to some tiny, tiny people who seemed to be lost in the long grass?



Write what you might say.

Individual responses

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

137

Exercise 5: Supervise the pupils' self-correction of their written sentences. As you look at each pupil's work, check the handwriting and spacing between words as well as spelling and punctuation. If there are spelling errors, you might ask pupils individually to write the word again as you watch. This procedure will help to determine whether the mistake was a careless one, or whether the pupil really doesn't remember the spelling and the word should therefore be written in the special list for further study.

Exercise 6: Discuss the picture and the fanciful situation. Elicit several responses to the question before asking pupils to write their own responses.

Remind pupils to proofread their own writing.

Unit Test

Compare pupils' results with those on the pretest. Take special note of pupils who have misspelled the same words on both tests. These pupils need special help, as the exercises obviously haven't helped them remember the spelling.

Unit 32

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sounds /ō/ as in grow, and /ē/ as in baby.
- To write the letters ow to spell the /ō/ in words such as grow.
- To write the letter y to spell the /ē/ in words such as baby.

Pretest

Dictation

The baby ran to her mommy.
My daddy reads to me every night.
Have you seen my black puppy?
He is a cute puppy.
One day he caught a ball that I threw.
I'm glad I have my own dog.
How big do you think he will grow?
I know he will be a smart dog.
He will eat more food when he gets bigger.
I have to go to the store.

32

mommy
daddy
puppy
cute
caught
glad
grow
know
food
store

Pretest

How many words did you get right?
List the words that you found hard to spell.





138



Study Helps

Read these questions.

Do you know —

- why a puppy is so cute? 
- what makes people grow? 
- what happens to the food we eat? 
- why people sometimes cry when they really feel happy and glad? 
- why your daddy says, "Ask your mommy," and then your mom says, "Ask your dad"?

1. Write the underlined words that rhyme

with . grow know

What letters in these words spell /ō/? ow

2. Write the three underlined words that end with the letter y. puppy daddy mommy

What vowel sound do these words end with? /ē/

Write the picture words:



Say all these words.

Study Helps

Have pupils read the questions to themselves and then have each one read orally and have pupils suggest answers. Don't put stress on "correct" answers—let pupils have fun with their answers.

Exercises 1 and 2: Be sure pupils can identify the picture words.

Exercise 3: If pupils include know because it is spelled with two initial consonants, ask them to say the word and listen to the beginning sound. Then ask them how many consonants they hear at the beginning of the word.

How many syllables do you hear? **2**
When you hear /ē/ at the end of a word
with two syllables, what letter may you
use to spell it? **y**

3. Write three list words that begin with
consonant blends. **glad grow store**

4. Say the word: know.


What is the first consonant sound in know? **/n/**

What two letters spell the sound /n/? **kn**

Look at these words:

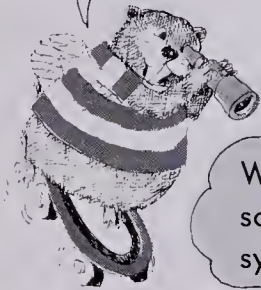
knife knit knee

What two letters spell the beginning sound? **kn**

5. Write the list word that has the same
vowel sound as  **food**

Put a circle around the letters that spell
the vowel sound /ü/. **food**

Remember



6. Look at the word: caught. Say the word.
What vowel sound do you hear? **/o/**
Notice that the letters **augh** spell the
vowel sound in this word.

We often use the letter **y** to spell the vowel
sound /ē/ at the end of a word with two
syllables.

Exercise 4: Emphasize that the
beginning sound is spelled with
the letters kn.

Exercise 6: Pay particular atten-
tion to this word, especially with
pupils who had it incorrect on the
pretest. Use the study steps with
these pupils.



Using Your Spelling Skills

1. Look in your arithmetic and science books. Make a list of more words that have the vowel sound /ō/ as in bow. Find words like puppy that end with the vowel sound /ē/ written with the letter y.
2. Use the starting letter of each picture word to spell words. The first one is done for you.



140

Using Your Spelling Skills

Exercise 1: Remind pupils that, as they look for /ō/ words with the spelling ow, it is important to pronounce the words because the letters ow also spell the sound /ou/ in some words like now.

You may wish to have pupils work in groups of two or three to compile these lists.

Exercise 2: Before pupils begin to figure out the words, you may wish to have each picture identified — especially octopus and yo-yo.

Exercise 3: If you didn't have pupils answer the questions orally at the beginning of the unit, conduct a short discussion session now before asking pupils to write their own answers. Encourage originality in the answers.

3. Look back at the questions on page 138.

Can you answer some of them? Write the answers in your book. *Individual responses*

Check your own spelling. Then ask a friend to check it. Did you make any mistakes?

4. Complete the sentences.

Did you ever catch that ball?

Yes, I caught it yesterday.

My dad caught five fish, but I caught ten!

5. Unscramble these sentences: *I'll go to the store for more bread.*

store I'll the to go bread for more.

Before eat school to go I I.

Before I go to school, I eat.

6. Write as many words as you can that rhyme with grow.

Check the spelling of each word.

Do all the rhyming words have to end with the letters **ow**? *No*

For example:

throw	know
flow	blow
slow	glow
bow	no
low	go
row	so
sew	woe
yo-yo	

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

141

Exercise 5: Just as some pupils have difficulty in unscrambling words, so they may have the same kind of difficulty in unscrambling sentences. Let them write the words on separate slips of paper or cards so that they can arrange the words in a variety of orders. Remind them that they have a clue to the first word. They may find that they can make more than one sentence; they must then be sure that each one they construct makes sense.

Exercise 6: This exercise reminds pupils that *rhyme* depends on *sound*, not necessarily spelling. You might start the list with the pupils before they work independently: for example, grow, though, sew, so, and so on.

Unit Test

Be sure pupils are looking carefully at words in which they had spelling errors to see *where*, and perhaps *why*, they made the errors.

Unit 33

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ē/ as in monkey.
- To write the letters ey to spell the /ē/ in words such as monkey.

Pretest

Dictation

Can you growl like a bear?
I would like to have my own pony.
Our neighbors raise tame rabbits.
I'm glad they don't keep elephants.
My cousin has his own horse.
Did you see that pretty bird?
Oh, I wish I could have seen it.
There it goes to another tree.
I hid behind the swinging door.
Did you see that monkey hanging by its tail?

33

bear
pony
rabbits
elephants
horse
bird
oh
goes
door
monkey

Study Helps

1. Read the verse.

Oh, look at the elephants in the zoo.
A bear and a monkey were there too.
Then we saw a horse and a pony at the farm.
Could I have a ride? I'd come to no harm.

Write the words that are the names of animals. Find another animal name in your list. elephants bear monkey horse pony rabbits
Underline the words you wrote that mean "more than one." elephants rabbits

2. Write the two list words that end with /ē/. pony monkey

Look at these words: pon(y) monk(ey).

What letter spells /ē/ in pony? y

What letters spell /ē/ in monkey? ey

Use the study steps with these two words to help you remember the spelling.

3. Write the list words that begin with b. bear bird

What letters spell the vowel sound in bear? ea

Is it spelled exactly the way it sounds? No

Put a circle around the two letters you

Pretest

How many words did you get right?
Check to make sure you spelled each word correctly.

142

Study Helps

Although the sound-symbol relationship that is highlighted in this unit is a variant spelling of /ē/ at the end of a word, the major focus is on the spelling of animal words that are most frequently used by pupils in their own writing.

Exercise 1: Have one or two pupils or the whole group read the verse aloud. Identify the animal words and those words that are plurals. Have pupils write these words and check the spelling.

With some pupils, either in a group or independently, you might suggest that they rewrite the verse substituting other animal names; remind them that the names they substitute should have the same number of syllables as those in the verse to make the line "sound right." For example, in the first line they might substitute kangaroos for elephants; in the second line moose and reindeer might be used; and so on. Have pupils read their verses aloud to the group.

must remember when you spell bear. bear
 What letters spell the middle sound in bird? ir
 Circle the letters. bird

4. Say the words: horse door.
 What sound is the same in both words? /or/
 How is the sound spelled differently? or oor
 Write the two words. Circle the letters that
 spell the sound /or/. horse door

5. Say the word: elephants.
 How many syllables do you hear? 3
 What letters spell the consonant sound /f/? ph
 Circle these letters. elephants
 Use the study steps to help you remember
 the spelling.

6. Write the three list words that have /ō/. pony
oh
goes
 Circle the letters that spell the vowel
 sound in each word.
 Say the word: goes. Listen for the last
 sound. Did you hear the same sound as in
zoo? yes What sound is it? /z/ What letter spells
 /z/ in goes? s



In some words, like monkey and donkey, the
 vowel sound /ē/ is spelled with the
 letters **ey**. Three more words like this are key,
turkey, and hockey.

143

Exercise 2: Remind pupils that, in
 many two-syllable words, /ē/ at
 the end is spelled y. Recall words
 of this pattern they have studied.
 Then say that in a few words /ē/ at
 the end is spelled ey. Can they
 think of other words with this
 spelling? (for example, key and
turkey)

Exercise 3: Continue to empha-
 size the spelling of vowel sounds
 in words. As you know, these
 cause the most trouble because of
 the various spellings of each
 sound. Sometimes finding other
 words that have the same sound
 and spelling pattern helps pupils
 to remember the spelling.

Exercise 4: This is another exam-
 ple of the same sound being
 spelled in different ways. Caution
 pupils to remember that the
 sound /o/+r in door is spelled dif-
 ferently from the same sound in
horse.

Exercise 5: This exercise will
 need to be completed by only a
 few pupils as elephant was a
 spelling word in a previous unit.

Exercise 6: Be sure pupils recog-
 nize that often, when they hear
 the consonant sound /z/ at the
 ends of words, it is spelled with
 the letter s. Give pupils a few
 more examples of this sound-
 symbol, such as girls, lions, plays,
was. You might have them read
 the word list at the back of their
 books, and, by saying the words
 that end in s, decide whether
 each word ends with /s/ or /z/.
 This distinction is not that impor-
 tant in reading, but in spelling,
 where pupils start with the
sounds in the word and then try to
 match letters to sounds, it is
 important. Most pupils will have
 no trouble with knowing that
 words that end with either of the
 sounds /s/ or /z/ are spelled with
 the letter s, but for some pupils,
 who are struggling with spelling,
 this awareness may be important.

Using Your Spelling Skills



1. Finish these sayings by choosing one of the words at the left.

pig
beaver
bear
elephant
mouse
monkey

busy as a beaver
tricky as a monkey
quiet as a mouse
hungry as a bear
fat as a pig
strong as an elephant

Write the sayings in your book.

You may want to use one in your writing.

2. Use list words to complete these sentences:

The train goes along the track.

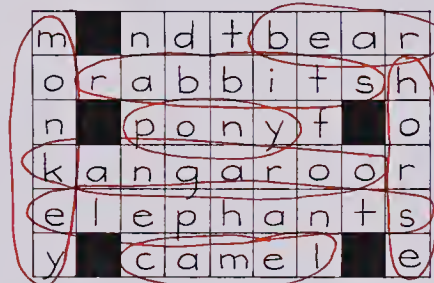
Uri said, "Oh, what a surprise!"

Please close the door.

3. Some animals have escaped from the zoo!

Catch them in the puzzle and put them in your book.

Down
monkey
horse



Across
bear
rabbits
pony
kangaroo
elephants
camel

144

Using Your Spelling Skills

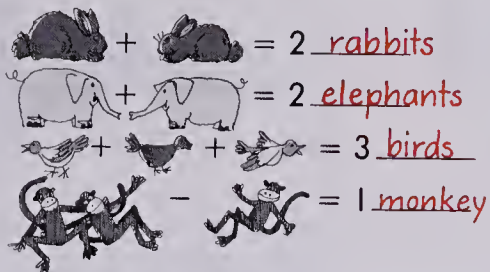
Exercise 1: You likely will want to do this exercise orally with pupils, and then discuss the figurative meaning of each phrase and how the sayings probably appeared in our language.

Some pupils may want to write sentences using each saying. Encourage them to do more than just say "He was busy as a beaver." You might give an example or two of a short paragraph of two or three sentences that sets a situation in which it would be acceptable to use such a phrase. For example:

Larry worked all morning cleaning his room. He didn't stop even for a snack. His father looked in his room and said, "Have you ever been as busy as a beaver!"

Perhaps pupils will want to choose just one or two to use in a paragraph.

4. Write the words that belong in the spaces.



5. Draw these shapes in your book.

monkey

horse

elephants

Which word belongs in each shape?

horse elephants monkey

6. Jelly-Roll tried to write the verse correctly, but spelled some words wrong again! Find Jelly-Roll's mistakes and write the words correctly.



Oh, look at ^{the elephants} ~~hte elephants~~ in the zoo.
A bear and a ^{monkey} ~~monky~~ were there ^{too} ~~fo~~.
Then we saw a ^{horse} ~~hors~~ and a pony at the farm.
Could I ^{have} ~~hav~~ a ride? ^{I'll} ~~I'll~~ come to no harm.

Unit Test

Say the words slowly to yourself as you write them. Think of the letters you will use to spell the sounds. Did you get all the words right?

145

Unit Test

Exercise 4: Be sure pupils realize that all that is required is the plural form of the picture word.

Read the caution on page 145 with pupils *before* you begin the test.

Exercise 6: Tell pupils to use this as a kind of test to see how many mistakes they can find and how accurately they can spell. They should *not* look at page 142 until they have finished. Then they should look at page 142 to check their own work.

Unit 34

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the /ou/ as in out.
- To write the letters ou to spell the /ou/ in words such as out.

Pretest

Dictation

She is my best friend.
I like our new school.
Have you read this story?
I read a good story once.
I can't remember what it was about.
That book came out of the library.
You should never do that again.
Let's work together on this job.
How old are you now?
Who told you that funny story?

34

friend
our
story
once
about
out
never
together
old
told

Pretest

How many words did you get right?
Where were your mistakes?
List the words that were hard for you.

146

Study Helps

1. Read the verse.

My friend told a "scarey" story,
About "Once upon a time."
We yelled out loud together
When our clock began to chime.

2. Say the picture word.



Write three underlined words that have the vowel sound /ou/ as in mouse. *about out our*

3. Write two list words that have the letters **er** at the end. *never together*

Say the word: never.

How many syllables do you hear? *2*

Circle the letters in each syllable. *(never)*

Say the word: together.

How many syllables do you hear? *3*

Circle the letters for each syllable. *(together)*

Use the study steps to help you remember how to spell together.

Study Helps

Exercise 1: Spend some time helping pupils to hear the vowel sound in out, about, and our. Not all pupils will pronounce the vowel sound in these words in the same way. It is not intended that you try to change the way pupils pronounce the sound. Simply have pupils recognize the sound they use, and that, in many words, this sound is spelled with the letters ou.

Exercise 5: Have pupils recall the spelling of one. Ask them how they could use this word to help them to remember how to spell once.

4. Read these sentences:

"Have you ever gone skating?"

"Yes, but I'll never go again."

How do the two underlined words look alike? *Four letters are the same.*

Complete each of these sentences by putting ever and never in the right spaces.

Never forget your coat.

Can't you ever do it right?

5. Say the word: once.

Look at it carefully.

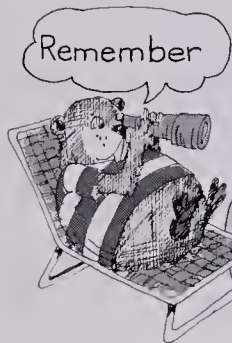
Is once spelled the way it sounds? *No*

What letters spell the consonant sound /s/? *ce*

Use the study steps with the word once.

6. Write the list word that has a consonant blend at the beginning and at the end. *friend*

Say the word: friend. Listen for the vowel sound. What two letters spell the vowel sound /e/? *ie*



When the vowel sound /ou/ is followed by a consonant, we often spell it with the letters **ou** as in out.

Exercise 6: Help pupils to recognize the consonant blend at the end of the word friend. Pay particular attention to the *ie* spelling of /e/ in this word.

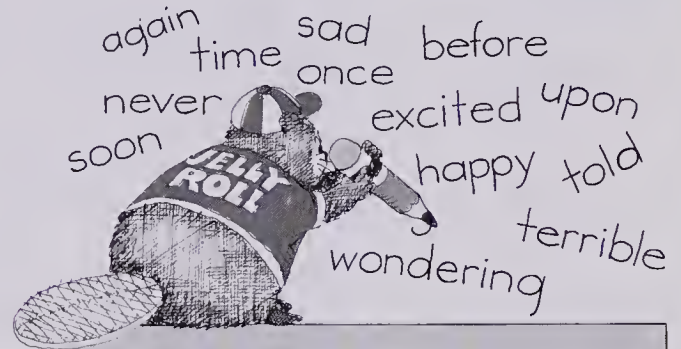
Using Your Spelling Skills

1. Write these sentences and find list words to fit in the spaces.

We all went together to see the old fort.
My friend told me about the book he had read.

Once I swam in muddy water; I will never do that again.

2. Look at the picture. Jelly-Roll is writing words to use in stories. Help Jelly-Roll by writing the words in a list in alphabetical order.



3. Your teacher will dictate these sentences:

My friend and I told a story together.

Once upon a time an old dog had a ride in our airplane.

I will never go out there.

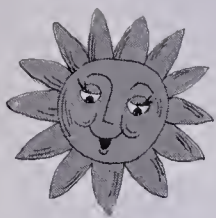
again
before
excited
happy
never
once
sad
soon
terrible
time
told
upon
wondering

Using Your Spelling Skills

Exercise 2: Again remind pupils that it will be easier to write these words in alphabetical order if they write down the first letter of each word. Then by looking at an alphabet (perhaps that on page 86), they can see how to put the letters in order, and then it is easy to write the words in a column in alphabetical order.

Exercise 4: This is another reminder to pupils that it is sound, not exact spelling likeness, that determines rhyming words. You might suggest that pupils think of four or five words that rhyme. Then have them make a composite list.

Check your own spelling.
Did you remember capital letters?
What mark did you put at the end of each sentence?



4. Write other words that rhyme with friend.
Choose words like send. *bend lend mend*

5. Read the story:

One fine sunny morning, I was sitting on the swing in our backyard.
All at once, there was a flash of bright light. A small, round, shining thing dropped onto the grass. I jumped off the swing and rushed over to see what the strange thing was. Just as I was bending down to pick it up, a lid opened in the top, and out popped

What was it and what did it do?
You write the rest of this story.
Individual responses

Unit Test

Your teacher will dictate all the words in this unit.

If you misspell a word, write it in your special list.

149

Exercise 5: Have pupils read the story, discuss the situation, decide whether it's real or make-believe, and then suggest possible endings. Allow the better writers to finish the story independently.

With some pupils, you may want to take special time deciding on an ending, and then writing words or phrases on the board that they will need to write the ending.

Have the various endings read aloud and discuss each for originality and suitability.

Unit Test

Remember that, although sentences are not required in this second test, some words *must* be used in context to ensure meaning. In this unit, be sure to use our in a sentence.

Scrutinize pupil tests, particularly for errors in words such as our, friend, together. Provide special help as needed.

Unit 35

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

To review and extend skills in forming plurals by adding s.

Pretest

Dictation

Most of our birds have gone south.

My friends are coming with me. I saw a movie about wild horses. It will be several years before I can have my own horse.

Some animals can be easily trained.

I would like to catch a wild horse. His horse jumped over a tall fence.

Most bears sleep through the winter.

Have you ever milked a cow? I like to drink milk.

35

birds
friends
horses
years
animals
catch
over
bears
cow
milk

Pretest

How many words did you get right?
List the words you found hard to spell.

150

Study Helps

1. Read the verse.

C is for the cow
Who gives us our milk;
H is for horses
With coats smooth as silk.
R's for the robins
Who catch the fat worms.
Each year these birds tell us
When warm spring returns.

A's for the animals —
Our friends big and small,
From the bird in its nest
To the horse in its stall.

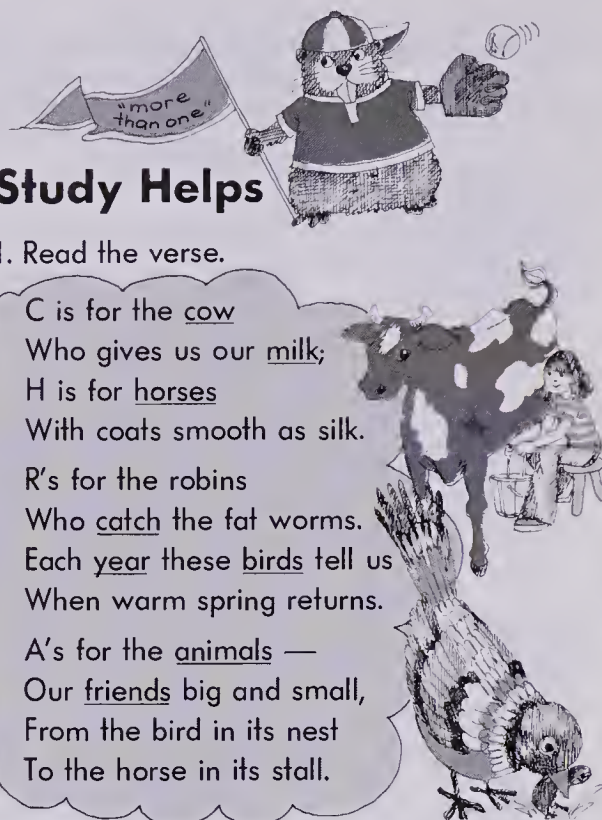
Write the underlined words that start with the same letters as these picture words:

(cat) (yo-yo) (apple) (frog) (hat) (ball)

cow year animals friends horses birds

2. Find the list words that rhyme with these words. Write them in your notebook in pairs like this: clover over.

fears	match	silk	herds	bow	sends
years	catch	milk	birds	cow	friends



Study Helps

Assign exercises only as indicated by errors on the pretest. However, all pupils will enjoy listening to and saying the verse.

Exercise 1: Be sure pupils can identify the picture words and their beginning sounds. Pay particular attention to yo-yo, its beginning sound, and the word year in the verse which also begins with /y/.

Exercise 2: Remind pupils to check their pairs of rhyming words by saying them aloud, but quietly and to themselves, to check that the words do in fact end with the same sounds however differently they may be spelled.

3. In your notebook write the words that fit in the spaces.

 + = two horses

 + + = three birds

Write the other list words that mean

"more than one." friends years animals bears

4. Write the list words that have more than one syllable. horses animals over

5. Say the word: years.

Notice the first sound and the first letter y.

Write two more words that begin with the letter y. you yesterday

What vowel sound do you hear in years? /ē/

What letters spell the vowel sound? ea

What list word has the same vowel letters as years, but has a different sound? bears

Say the words: years and bears.

6. Write the word: catch.

Say the word: catch.

What letter do you use to spell /k/? c

What three letters spell /ch/? tch

Remember



Add the letter s to most words to show "more than one."

151

Exercise 4: Before pupils begin this exercise, spend a few minutes showing them how some one-syllable words, when used in the plural, form an extra syllable. For example, write bear on the board. Ask how many syllables they hear. Then write bears. How many syllables? Now write horse. How many syllables? Write horses. How many syllables?

Do as many examples as you think pupils need. Use words such as: house — houses
cage — cages
church — churches
bridge — bridges

Exercise 5: Once again pupils' attention is drawn to variant spellings. Although the vowel sound in years and bears is different, the letters used to spell them are the same.

Exercise 6: Remember, in a word like catch, to emphasize that the last sound /ch/ is spelled with the letters tch. (Do not say "the t is silent"; this has little relevance to spelling.)

Using Your Spelling Skills



1. Look in a science book for more animal words.
Write these words to mean one animal.
Then write them to mean more than one animal.
Ask your teacher to help you check your spelling.

2. Find the list words that help you fill the blanks in these sentences.
Write the sentences in your book.
My fri e nds came o v e r to visit.
I am seven y e a rs old.
We saw a strange ani m al in the woods.
The cowboy caught the wild
he r s es.

cow
friends
horses
animals
milk
birds

6, 4, 17, cow
8, 15, 3, 2, 14, 7, 16
10, 4, 15, 16, 2, 16
1, 14, 3, 13, 1, 12, 16
13, 3, 12, 11
5, 3, 15, 7, 16

3. Find what words are written in code.
The first one is done for you.
Write the words in your book.

a	e	i	o	b	c	d	f	g	h	k	l	m	n	r	s	w
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Use the code to write a secret message for a friend.

152

Using Your Spelling Skills

Exercise 1: This word collection exercise can be most useful. In addition to having pupils find animal words in science books, you might bring in a stack of children's books written about animals and ask them to list some of the animal words from the books.

Guide pupils in recognizing and spelling plurals for words like deer, sheep, and so on.

Exercise 3: Some pupils may need help with the code. Do not allow pupils to become unnecessarily frustrated if they don't understand. The importance should be placed on the spelling aspect, rather than on the exercise itself.

Exercise 5: In other exercises like this, pupils were given the letters to substitute. Here they are asked to find their own letters. You might give them a hint to make the exercise more satisfying: suggest they try each letter of the alphabet to see if, by putting it before the letters ow (and saying the combination), they get a word they recognize. For example:

b + ow = bow (yes)
d + ow = dow (no)
f + ow = fow (no)
and so on.



4. Write these animal words in alphabetical order:

bears lion elephant horses
tiger dogs cows frog
rabbits mice pony goose

Check with the word list at the back of this book to see if you put the words in the right order.

bears
cows
dogs
elephant
frog
goose
horses
lion
mice
pony
rabbits
tiger

5. Change the first letter in cow to write new words. *For example:* bow how low mow now pow row sow wow
Read your new words. Do they all have the same vowel sound as cow? No

Say the picture words. Write the picture words.



bow



bow

What vowel sound do you hear in the first /ō/ word? in the second word? /ou/

Unit Test

Your teacher will dictate the list words.

If you misspell a word, write it in your special list.

Use the study steps to help you learn the words.

Unit Test

Have pupils use the two words bow (bō) and bow (bou) in sentences to show the different meanings.

Proceed as in previous units.

Objectives

- To review and thus reinforce the ability to spell and use in context those high-utility words listed in Units 31-35.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

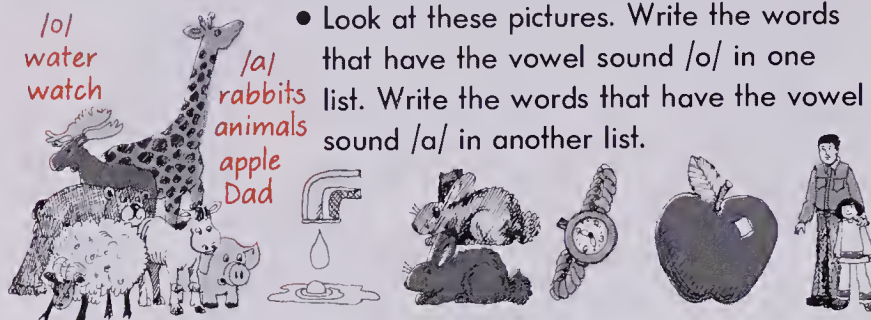
- To review and demonstrate understanding of the following sound-symbol relationships:
 1. /ī/—igh as in night
 2. /ō/—ow as in grow
 3. /ē/—y as in baby
 4. /ē/—ey as in monkey
 5. /ou/—ou as in out
- To review and demonstrate understanding of adding s to indicate plurals.

36

Looking Back

I. Look carefully at some of the things you have learned about spelling.

- Look at these pictures. Write the words that have the vowel sound /o/ in one list. Write the words that have the vowel sound /a/ in another list.

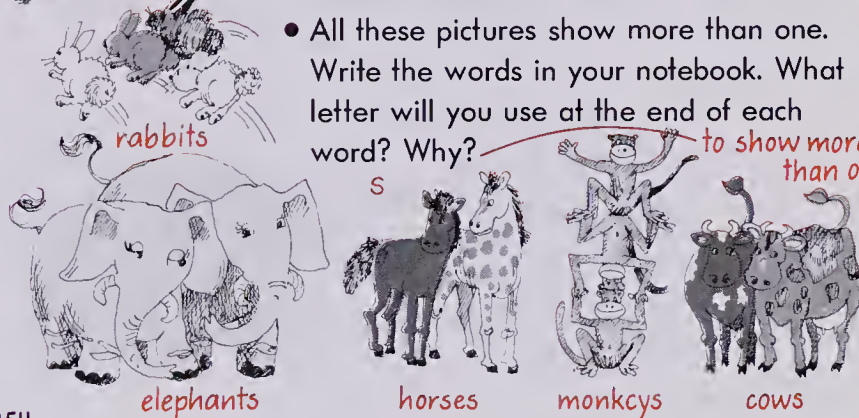


- Copy in one list all the words that have the vowel sound /ou/ as in ow. Make another list of words that have the vowel sound /ō/ as in no.



clown frown blow crown
bowl oh town told
cow grow know gown

- All these pictures show more than one. Write the words in your notebook. What letter will you use at the end of each word? Why?



154

Looking Back

Remind pupils to study their personal lists of word problems carefully to remind themselves of why they made errors previously. Allow plenty of time for individual pupils to study their own difficult words.

As this is the last unit in the book, you might decide to use the unit as a kind of assessment to see how well pupils can focus on spelling in completing exercises such as the ones given. If you decide on this procedure, then you should check each child's work yourself. This should provide you with information that will allow you to provide extra help in problem areas for some pupils before the school term ends.

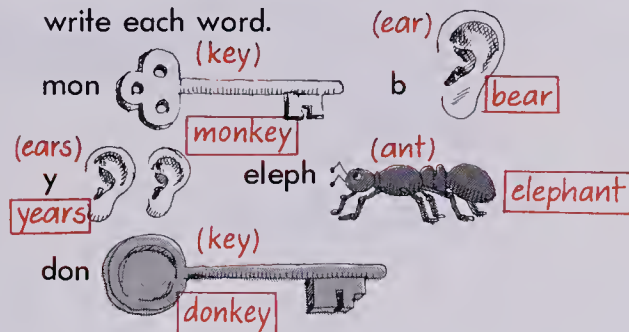
2. Your teacher will dictate these words to you:

really	friends	night
people	once	might
caught	together	know
elephants	animals	catch

If you have any misspellings, use the study steps

LOOK SAY COVER WRITE CHECK
to review the words.

3. Use the letters and the picture words to write each word.



4. Each of the nonsense words can be unscrambled to form a real word. Write the correct word in your book.

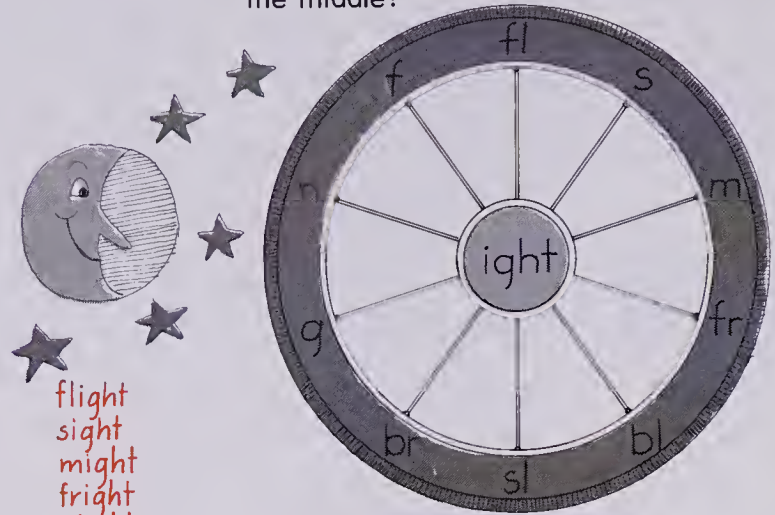
roest	store	rabe	bear
doof	food	lopeep	people
wonk	know	kilm	milk
soge	goes	rifend	friend

155

If you have been giving review tests, do so again. Pupils should then have a record of 6 tests taken throughout the year that will help them to see how well they have improved.

At the end of term, you might also want to test pupils on their total list of problem words. For pupils still making errors, provide special teaching if there is time.

5. How many words can you write by using the letters on the wheel with the ones in the middle?



flight
sight
might
fright
blight
slight
bright
night
fight

6. Look carefully at these words.
Which word fits in each shape?
Write the numbers in your book.
Write the word beside the number of the shape.

really
cute

elephants
friend

caught
know

friend

caught

elephants

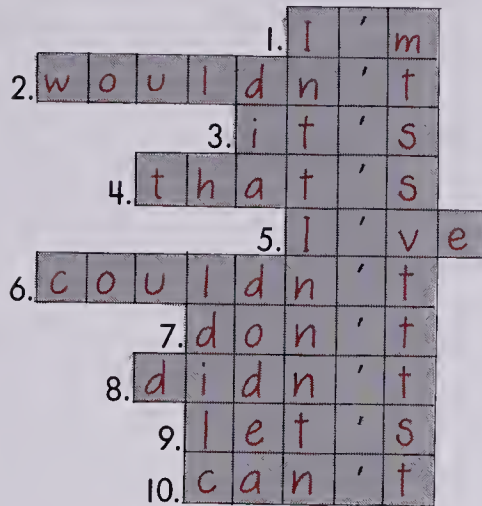
really

cute

know

Here is a list of contractions:

I'm	that's
didn't	I've
let's	it's
couldn't	can't
don't	wouldn't



Note: Some of the words can be interchanged by number; for example, wouldn't could be written in

Fit each of the words into its proper place *either* in the apostrophe puzzle. The boxes will *row 2* help you find the proper places. Write the *or row 6* numbers 1-10 in your book.

When you find a contraction to fit, write it in your book next to the right number.



Basic Word List

a	bee	cats	eat
about	big	caught	elephant
after	bird	children	elephants
airplane	birds	circus	everyday
all	birthday	come	
am	black	comes	family
an	blue	coming	farm
and	book	could	fast
animals	box	cow	father
are	boy	cute	feed
as	boys		fell
asked	brother	Dad	find
at	brown	daddy	fish
ate	bunny	dance	fishing
away	bus	day	five
	but	did	flowers
baby	by	didn't	food
back		do	for
bad	cake	dog	found
ball	came	dogs	friend
be	can	doll	friends
bear	can't	don't	from
bears	car	door	fun
because	cat	down	funny
bed	catch		

gave	hope	likes	name
get	horse	lion	named
girl	horses	little	never
girls	hot	live	new
give	house	lived	next
glad	how	long	nice
go		look	night
goes	I	looked	nine
going	if	lost	no
good	I'm	lot	not
got	in	lots	now
grass	into	love	
green	is		of
grow	it	mad	off
gun	it's	made	oh
		make	old
had	jet	makes	on
happy	jump	man	once
has	just	may	one
have		me	or
hay	kitten	might	other
he	know	milk	our
help		Mom	out
her	let	mommy	outside
him	let's	monkey	over
his	letter	morning	
hit	like	mother	
home	liked	mouse	
		my	

park	sad	the	very
people	said	their	
pet	saw	them	walk
pets	say	then	walking
pig	school	there	want
pigs	see	they	was
place	seven	thing	watch
play	she	things	water
played	sister	this	way
playing	six	three	we
plays	sleep	time	went
pony	so	to	were
pretty	some	today	what
puppy	something	together	when
put	sometimes	told	where
	spring	too	white
rabbit	start	took	who
rabbits	store	town	why
ran	story	tree	will
read	summer	trees	wish
really	sun	truck	with
red	swim	try	work
ride	swimming	two	would
riding			
run	take	up	years
	teacher	upon	yes
	that	us	you
	that's		your

DATE DUE SLIP

MAR 15 RETURN

DUE
EDUC APR 05 '00

APR 04 RETURN

DUE
EDUC NOV 13 '00

NOV 18 RETURN

DUE
EDUC AUG 14 '03

1993 AUG 10 RETURN

PE 1145-2 T46 1979 GR-2 TCH-ED-

C-2

THOMAS VES 1925-

THE CANADIAN SPELLING PROGRAM/
39482576 CURR



000009153792

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

PE 1145.2 T46 1979

gr.2 tch.ed. C. 2

Thomas, Ves, 1925-

The Canadian spelling program

39482576 CURR

~~A25215~~

gauge

ISBN 0-7715-1611-8